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ABSTRACT

This publication consists of the proceedings of two workshop activities concerned with curriculum change in black colleges. Part I consists of five presentations: humanities with a black focus; interdisciplinary instruction; the Southern Center for Studies in Public Policy; innovations in instruction at North Carolina Central University; and curricular change and educational technology. Part II consists of six presentations: development of urban-related programs in black colleges; urban affairs institute at Fisk University; some aspects of the development of the center for urban affairs at Morgan State College; administrative aspects of competency-based teacher education; the Florida A & M University competency-based program in elementary education; and accelerated curricular change on a black campus. The ideas of participants about curriculum development in black colleges are presented. A related document is HE 004 691. (MJM)

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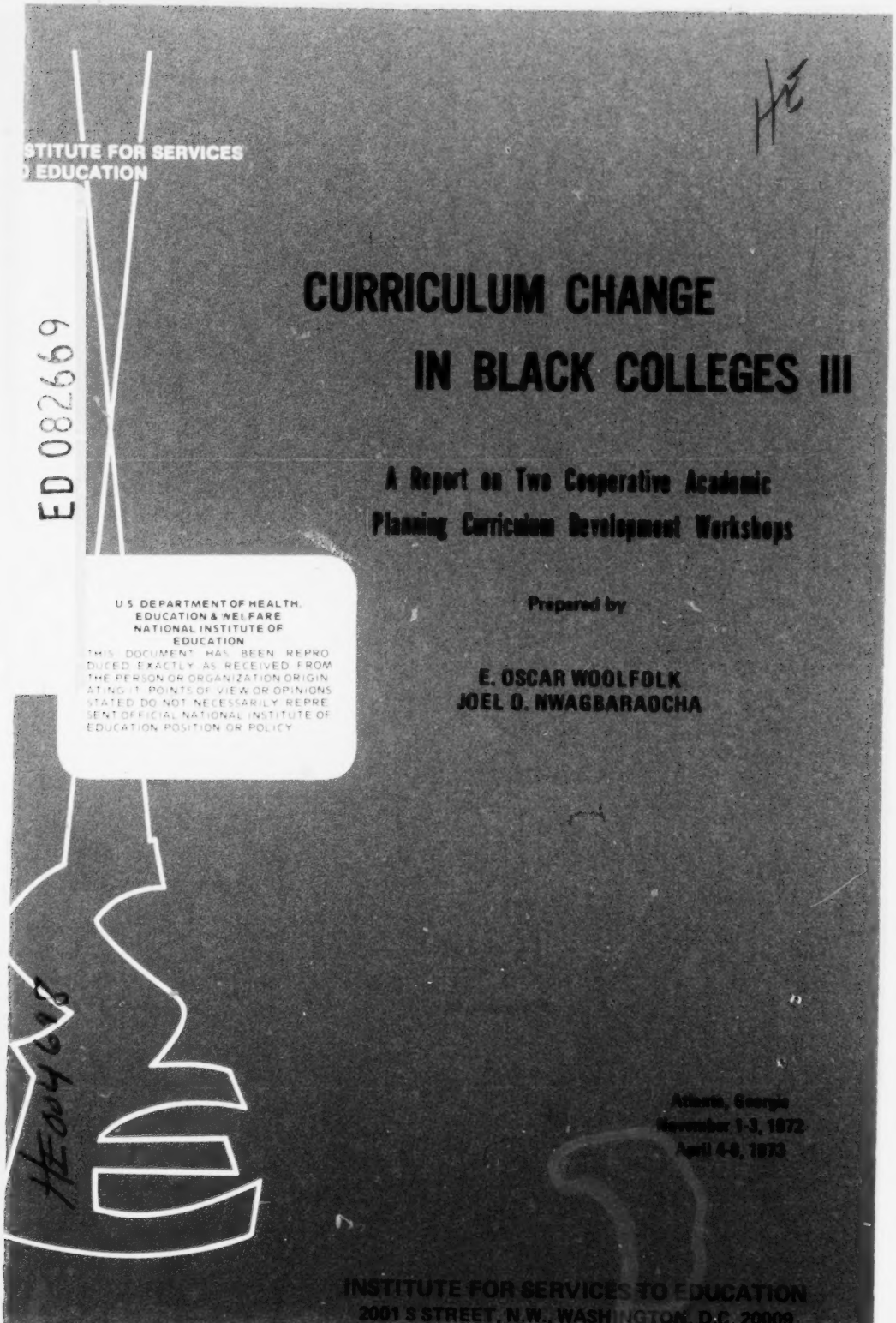

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The Cooperative Academic Planning (CAP) Program, under the aegis of the Institute for Services to Education, is part of the Technical Assistance Consortium to Improve College Services (TACTICS) program which is funded under Title III of the Higher Education Act. This segment of the TACTICS program is charged with the responsibility to assist black colleges to improve their academic program planning.

These workshops were sponsored in cooperation with Bishop College, with a grant made available under Section V-E of the Education Professions Development Act.

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CURRICULUM CHANGE IN BLACK COLLEGES

A Report on Two Cooperative Academic Planning Curriculum Development Workshops

Atlanta Georgia
November 1-3, 1972
April 4-6, 1973

Prepared by

E. Oscar Woolfolk
Joel O. Nwagbaraocha

COOPERATIVE ACADEMIC PLANNING
INSTITUTE FOR SERVICES TO EDUCATION

2001 S Street, N.W. Washington, D.C. 20009

May, 1973

FOREWORD

One's cognizance of the pace of current trends in educational programs is sharply heightened at the realization that predominantly Black colleges and universities are making many valuable contributions toward such innovative endeavors. The validity of 'the survival of the fittest' is never seriously in doubt at these institutions of higher learning and continuous efforts are thereby made to sustain and improve those programmatic thrusts which help to determine an institution's 'fitness'.

In response to the educational concerns of the late sixties, educators and their institutions began experimenting and implementing programs which focus on the learner, relate to societal problems that are experientially based and which relate to and draw upon the urban or rural community. The papers presented in this report of the Cooperative Academic Planning workshops clearly demonstrate that the Black colleges are effectuating programs which consider their student clientele and which, in many ways, positively responded to the deficits of higher education of the sixties and are presently creating the reforms of the seventies. These colleges are meeting the challenges. Their programs are operational and are subjected to continuous evaluation and revision in the areas of competency-based instruction; urban studies; humanistic courses for a multicultural society; and interdisciplinary studies for a holistic view of man and nature.

Upon a critical analysis of these explicative papers that comprise this report, it is easy to discern the intellectual depth and professional commitment that permeate the basic concepts of qualitative curriculum change. It is in the areas of humanities and urban studies that one finds institutional involvement with America's most difficult problem – the inability of different races to live together with mutual respect. Each paper presents an opportunity for the authors and the participants to discuss a course of action germane to fostering viable academic programs.

It is our fervent hope that the institutions involved in these endeavors will benefit from the proceedings and continue to maintain constant vigilance in the struggle to preserve and fortify innovations in higher education.

Frederick S. Humphries
Vice President
Institute for Services to Education

PREFACE

The office of Cooperative Academic Planning (CAP) in cooperation with its consortial colleges has viewed itself as a catalyst for curriculum improvement in these colleges. It has attempted to help the consortial institutions assess themselves in critical ways in order to: 1) improve their capability in academic planning and development and 2) develop useful techniques which will enable them to allocate limited institutional resources more efficiently and effectively into the academic program. To promote this type of assessment, teams of faculty and administrators from each of the consortial colleges and experts in the educational field were brought together to discuss ways and means towards effecting curriculum improvement.

Over the past two academic years (1971 - 1973), the CAP office has sponsored four workshops in curriculum change for its first consortium of twenty-five colleges. Two prior publications, volumes I and II entitled **Curriculum Change in Black Colleges**, reported on the first and second workshops in the series. These monographs were published in May 1972, and August, 1972. The report on the third and fourth workshops is the subject of this publication. The major sections of this report are:

PART I - Report on the third workshop held in Atlanta, Georgia on November 1-3, 1972.

PART II - Report on the fourth workshop held in Atlanta, Georgia on April 4-6, 1973.

The CAP staff is grateful to each author of the commissioned papers for providing thoughtful and stimulating background material for intensive study and discussion by the participants. Further, we appreciate the interest and efforts expended by the participants in working at the improvement of learning possibilities for their students. Special thanks also goes to Dr. Roosevelt Calbert for his assistance in developing these proceedings.

E. O. W.
J. O. N.

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PART I

REPORT ON THIRD WORKSHOP
NOVEMBER 1-3, 1972

PLENARY SESSIONS ON CURRICULUM CHANGE AND IMPROVEMENTS

Part I of this monograph reports on the third workshop in a series of four workshops on Curriculum Change in Black Colleges for the 1971-1972 consortium of colleges. The broad purpose of this workshop was to provide an opportunity for the consortial participants to discuss their experiences in implementing curriculum documents developed at the second workshop (Summer residential workshop; for a report on this workshop, see Curriculum Change in Black Colleges II, August, 1972).

This report includes the formal presentations of the plenary sessions and selected excerpts (from reporter's take-down) from the discussions that followed each presentation.

Small group sessions (not reported herein) were another aspect of this workshop. The participants in the small group discussions considered among themselves: (a) salient observations and questions stemming from the plenary sessions and (b) problems encountered and progress achieved by each college team in promoting the curricular change projected in their curriculum document prepared during the Summer residential workshop.

HUMANITIES WITH A BLACK FOCUS: A BLACK PARADIGM

Margaret Walker Alexander

Rhetoric is the business of the English Composition teacher. Literature is a figurative and mythological commodity. We would like, however, to spare you the rhetoric and cut through the myths and figures of speech to give you the bare necessities. We wish to get down to the "nitty-gritty." On the other hand, trite expressions and cliches, despite their obsolescence and hackneyed usage, sometimes may meaningfully serve our purposes of communication as well as fresh and vitally stimulating images.

In the short time allotted we wish to discuss with you the teaching of literature in an inter-disciplinary program of Humanities; a program of Humanities with a black focus. We believe such a program answers the need at this historical point for a Black Paradigm in Education which the masses of our people are desperately seeking. Two of the basic principles in literature and literary criticism are analysis and synthesis. Students of literature are frequently asked to analyse a particular literary genre, but how many teachers of literature are asked to develop a synthesis of subject matter fields as a basic plan for the teaching of literature? Humanities with a black focus calls for a Black Synthesis.

We tell our students that they have come to college to become highly literate: to read and speak effectively, to think and write creatively, and to express themselves in an organized fashion. To do this they must read the recorded history, philosophy, and literature of the world. If the Freshman Composition teacher's job is mainly to stimulate and teach the freshman college student how to think – and that is precisely his job: to teach the student how to think – then the sophomore literature teacher's job is to teach a half dozen different subject matter fields through the form and content of literature and by the precise method of analysis and synthesis. Rarely does any one person have the broad interdisciplinary training to handle all the subject matter fields necessary in the teaching of the humanities. A broad understanding means more than a knowledge of the particular literature; it includes a knowledge of the social sciences and the natural sciences. The philosophy of science or the theoretical scientist bridges

the gap between the humanities and the natural sciences. Consequently, there must be team teaching. The various departments must pool their skills, their most brilliant teachers, their library resources, and all multi-media aids.

Literature cannot be effectively taught, therefore, in a vacuum. It is not enough to deal in analysis of literary form and content by the purely intrinsic approach. All literature requires an added extrinsic method and other disciplines. Philosophy, history, language, art, and music are absolute companion studies for a full understanding of literature. This is true regardless of the character of the literature; whether world literature, wisdom literature, Afro-American literature – you name it – the teaching of literature is most effective when it is handled in an inter-disciplinary program.

Let us take for an example, a Humanities Program. In a Black college where the majority of our students are black, a humanities program dealing exclusively with white western world culture is a tragic mistake. Teaching European Art, Music, Literature, and Western Civilization exclusively, is a crime against all humanity and particularly against black humanity. It is altogether misleading. It demands in the first place a truncated world and a truncated civilization which, of course, cannot exist. It is like a worm with neither head nor tail, beginning in the middle of things. It divides the natural world into unnatural parts of east and west, then ignores and eliminates the oriental world and all its ancient significance. An adequate humanities program which in essence is nothing more than the study of Man begins with Man's beginnings and with the beginning of his world.

Humanities then obviously begins in Africa with black humanity. World Literature begins with the ancient Egyptian Book of the Dead which predates all the epics of Homer and Virgil and obviously influences the Rhadamanthus legend from the beginning of recorded literature to Ralph Ellison's Invisible Man. We proceed from Egyptian to the Babylonian Epic of Gilgamesh, to Hindu and Chinese, to Hebrew and Arabic to Persian, Greek and Roman. An excellent example of ancient synthesis of Oriental tragedy is found in the Hebrew book of Job which scholars claim includes fragments and influences from the Egyptian, Babylonian, Hindu, and Arabic, all later revised by the Hebrew writer. And with these we are touching only superficially the body of ancient world literature. Handicapped by a lack of knowledge of ancient oriental languages and only recently having deciphered

enough to make translations possible, a racist white world has perpetuated ignorance and cultivated intolerance of all man's earliest activities and his ancient role of human existence on this earth.

An adequate humanities program, therefore, concerns itself with three major premises and demands a core of three fundamental subject matter fields. The three major premises are first, the chronological order of Man and his world, Man in the Ancient World, Man in the Middle Ages, and Man in the Modern World. These concern themselves with his knowledge of himself and his world, his awareness of Nature and the growth of awareness of himself and his world, his concept of the universe, his definition of his purpose for living, and his creativity expressed in his human response to the challenging changes of his universe. The second premise is Philosophical and has to do with the Unity of all Life, the recognition of the relationship between all mankind and all living things, the nature and purpose of physical existence, the constant dangers that threaten that existence and all the problems of the human condition. The third premise is intellectual and deals with the Unity of all knowledge or the relationships between all subject matter fields of knowledge; in philosophy this is not concerned with Being as the first premise, not with Ontology and Teleology as the second, but rather with Epistemology, Logic, Aesthetics and all the natural and social sciences and the humanities as language, literature, music, art, and the correlation of all this knowledge and these subject matter fields. The three subject matter fields that form a core for the study of the humanities are Philosophy, History, and Anthropology. If you are fond of diagrams, draw a wheel and let these three form the hub, from these form the spokes of the wheel with literature, art, music, religion, et cetera.

It seems further necessary that a Humanities Program be concerned with the history of ideas and a history of culture. Running through a good Humanities Program should be a set of ideas whether of a religious, socio-economic, or historical nature. For example, it is impossible to understand the religions of the world without a knowledge of Animism and the endowing of matter with spirit or seeing all substance as spirit. Animism is man's first religion and it is found in the heart of Black Africa. All the religions of the world, pantheistic, polytheistic, monotheistic, have grown out of it. One of the basic and intrinsic values to be derived from Humanities with such a core of ideas

would be tolerance of all world religions based on knowledge and understanding.

Physical and Cultural Anthropology also take us back to Black Africa for the skulls of pre-historic Man and the cradle of civilization. Studying the history of language as well as religion provides the student with cultural tools. A study of Art and the roots of music springing from Africa (including discovery of the earliest musical instruments) as well as a thorough understanding of the oral traditions from which all literature has proceeded depend upon a basic foundation in cultural Anthropology.

All systems of political government stem from the family unit or tribalism. These facts may sound quite simplistic and not at all the profundities you may wish to hear. They are, nevertheless, the unvarnished truth.

The black student has a right to know how the black Diaspora has affected the entire planet earth. He must be taught the three moments in historical time when black people were cut off from their mother country, Africa, by the Roman Empire, by the religious wars of the Middle Ages, and by the colonialism and slavery inflicted upon us through European domination at the beginning of their modern civilization. A suitable philosophy of history must also be chosen and should consider how the challenges of life and human society must inevitably engender a human response. This response must be traced through the various cultural and scientific expressions whether in music, art, literature, or scientific invention. They must then be linked directly to the philosophic principles or body of ideas which have produced such a response.

It is therefore imperative that the student be equipped with a body of related knowledge – a knowledge of the history of civilization from man's earliest life on the planet earth and a knowledge of the history of ideas and culture: philosophy and anthropology. This knowledge must furthermore be correlated with his study of Art, Music, Language, Literature, and Religion. In other words, these basic ideas lead to the cultural implementation or development of all man's intellectual and spiritual constructs. Black students must have the awe-inspiring opportunity to see the role of the Black man in world history and thereby gain a genuine respect for the intellecutal constructs of all great black scholars, artists, and social engineers of world progress. White racism has tried for three hundred and fifty years

to nullify the spiritual and cultural dynamism and initiative of black humanity, but we know that this is an impossible thing to do. Despite all negative efforts to brainwash us through a white racist education, black people are still charismatic. We still have numinous power and all of white technocracy has not yet succeeded in de-humanizing us.

But there is a real danger that the technological world in which we live, the completely industrialized and urbanized society which our people do not understand, is a white man's Frankenstein that will destroy us along with him unless we can and do re-educate our youth with a completely new humanistic philosophy and awareness. Time is running out and if we allow this megalomaniac with his Frankenstein monster and his God-complex he will destroy the planet earth and all life on it. Man should be the master of machines and not their slave. A new value-system must be based on our cultural heritage of spiritual and human values, not on money and industry. This is what we must teach our students, for in truth, it may be their destiny to lift us from this quagmire, to lead and save this nation.

Too many of us are impractical dreamers and full of unchannelled emotion and imaginative fantasies. It is very important not only to know our heritage, but it is equally important to know how to make a practical application of our theoretical knowledge. We need to reexamine the uses of our education and strip ourselves of the unnecessary baggage clinging to our liberal arts education. We need to know how to do certain things well and with skill, first in order to survive, for pure survival; second, in order to liberate our people or actually accomplish complete social and intellectual freedom, and third, in order to entertain and occupy ourselves in times of leisure. These should be the meaningful goals of our education.

Black people have always been creative. That creativity must be channelled in various constructive ways. A study of humanities should teach our students the value of creative activity of body and mind; the dignity of human toil that touches earth and man and does not depend alone on machines such as the television or idiot box, the automobile, and the record player. What happens when the electric power fails? Can we survive on the land, the desert, the island, the mountain or in the forest? Can we rehabilitate a demoralized community? Do we know how to help sick children and old people? What is the true nature of our education? What are the uses and values of our liberal knowledge? What is the practical application? Is it a good thing to know how to

read a book for information and for pleasure? Is it also a simple matter to follow the botanist through the woods? Can we apply our physics, biology, or chemistry? A technological universe has given our enemies the negative minds for destruction. Their mammoth machines are used to program us for mass ignorance, for automatons and helpless control, even for genocide. Jensenism, Schockleyism, Moynahanism, to name but a few control mechanisms, are designed for our racial destruction. A positive, constructive humanism is our only weapon. It is a powerful answer to racism, an antidote for poisonous hate. It may be our only chance for survival.

The team teaching which is so essential to a Humanities Program is an answer to many problems in education today. It copes first with numbers. It involves many uses of multi-media: overhead projectors, transparencies, tape recorders and video-tape rovers, record players, film strips, slides, and teaching films, everything constructive and not including bugging private homes and tapping telephones and invasion of privacy like the no-knock laws. The program requires constant variety. Large unwieldly groups can be broken into interesting rap sessions. The student learns how to organize various kinds of papers: research or investigative themes, critical analyses, parallel studies, autobiographical and character sketches and other themes generally based on literature. Most importantly, his college career ceases to be a piecemeal hodge podge or smattering of knowledge. He moves into his major field or study after humanities with a solid background of general and specific knowledge about his world within and without.

In the history of mankind every recorded age of progress has been marked by revolutions of power or energy and intellectual constructs that meaningfully change man's concept of his universe. As his ideas of power and energy evolve, his imagination strives to make the leap forward into another age or era and to implement his physical and social changes with adequate cultural and spiritual experiences, products, and values. Thus artists, musicians, and poets follow the avant garde of the philosopher, the theoretical scientists and the social engineer. Insofar as archaeologists, and anthropologists have been able to determine the scientific truth based on their experimentation and observation, man's intellectual and spiritual adventures began along the banks of seven rivers. If we follow the story of one river, the Nile, we shall discover an amazing story that will take us through the Ages to the very hour in which we live.

It is a long distance from the days of ancient Egypt to the end of this century, but it is in the continuity of that open-ended time we must constitute the body of knowledge that we seek to impart daily to each student who sits in our classrooms. He has a right to know that all knowledge is related and that all life has a oneness, a natural oneness and a spiritual destiny. If he knows that man's first religious idea is the warm earthy spiritism or Animism that springs from our African progenitors, then he knows why ancient man was centered in nature and the physical world around him. That natural world was full of spirits and he named them gods who surrounded him and were with him from birth till death and even beyond into the underworld. From the earliest Egyptian, Babylonian, and Hindu manifestations to the pantheon of Greek and Roman gods, man built an ancient world of meaning, purpose, and rectitude based on his concept of the universe that included the earth, sky, and water, and the nether regions of the grave beneath the earth.

From the invention of the wheel and the discovery of fire to the days of water power and steam, and from the idea of gods and goddesses to the age of scientific invention, social institutions and cultural expressions of the people have followed the trial and error method of Nature's challenge and man's response. Empires rise and fall, but man's progress follows the star of his own imagination and the spiritual consciousness of his abiding faith in the prevailing goodness of a better future which he hopes and dreams lies just ahead. Today we live in this technological universe where man neither glorifies nature, god and spirit, nor himself, but worships machines, money, and the means of material production. We are faced with the Frankensteinian monster that threatens to dehumanize and destroy us. Our people are confused and deceived by this tyrannical age of technocracy in which scientific revolutions have outpaced human understanding and human relationships. An Atomic Age, a Space Age, or an Electronic Age, call it what you will, our educational institutions and their learning programs have become obsolete. Until mass education of all our people can lead to their understanding of the society and equal the power and control of technocracy we are doomed.

In this century we have been awed by the spectacular nature of scientific and cultural revolutions spinning like meteors across our universe and effecting such rapid physical and social change and world-wide upheaval that we have been unable to grasp their meanings

fast enough to implement the moral and spiritual values spinning away from them. During the past decade we have witnessed among countless other social phenomena the realities of a Black Revolution. This Revolution is of such cultural magnitude that the new young black intelligentsia is still busy spelling out the resultant artistic renaissance in all its dramatic, literary, musical, and graphic manifestations. What about Black Education? Black students in the late 1960's demanded a more relevant educational system in terms of our multi-racial society, particularly in terms of the Third World, and an educational system modern enough to face the twenty-first century. Education is always the last of the social phenomena and institutions to express the new theories that result from a new concept of the universe. The Einsteinian revolution began early in this century and supplanted the Newtonian revolution. More than twenty-five years ago the Atomic Age began and since that time the electronic revolution, which is more and more evident in our society, has completely changed man's concept of the universe.

We live in an illimitable universe with a space-time continuum; a society of pluralistic nature demanding the principle of unity in diversity. Just as we now recognize new principles governing motion, energy, light, and sound, so there must be in effect new social and moral and educational principles in the light of this new concept of the universe. Men fly in machines that break the barriers of sound and with the speed of light. They threaten to sweep the floors of the oceans and reveal a new world of oceanography. They are also threatening this natural universe and all human life on this planet with death from the polluting acids of industry and from a society that has gotten out of hand. When we consider the world-wide wave of assassinations of men of good will during the past decade, the mass murders, the billions spent perpetuating a century old war, the prisons overflowing with young black men, the political chicanery and social chaos and economic collapse we cannot help but think that the society has gotten out of hand. In the words of the gambler, the joker is wild, man, the joker is wild!

Our problems today are human problems. They are spiritual, moral, and intellectual problems. They cannot be solved merely by mechanical instruments, by guns, bombs, and billions of dollars at the expense of human life. Our problems are problems of peace and freedom and human dignity. They are problems brought on by

automation and cybernation displacing the worker with the machine, computers and computer systems. They are problems brought on by mechanized farming, displacing the peasant on the land with the cotton picker, the harvester, and the cultivator, sending him into ghettoes and driving him to welfare rolls. Our problems are international brought on by war and greed for gain, decimating the peoples of the earth by bombs and gas and germs; pitting man against man, man against nature, and man against God. Our problems in the cities are problems of black people surrounded by wealthy suburbs where the white man has run from the inner cities to avoid integration and where they drain us of labor and money and continue to control the city with political and economic power and suck our blood to sustain themselves. Our people are suffering for food and adequate housing, for medical care, and jobs. We are sick from bad air, bad food, bad water, rodents or vermin, and subsequent disease. Everything is out of balance. Our very planet earth is threatened with destruction. Our children and our people are threatened with genocide. War, violence and crime are the political bedfellows of big money and big business, of syndicated world crime. And we seem powerless to help ourselves. Must we follow those who have lost their vision and spiritual power and have therefore forfeited their right to lead? Education may not be enough, but if positive, constructive re-education cannot help, then nothing can.

As black educators we must realize what a desperate plight we are called to remedy. We must educate our people for survival, for liberation, for release from the suckhold of programmed ignorance, confusion, deception, and despair. Humanities with a black focus means more than the usual Greek and Roman thing. A plague on that thing! As my grandmother used to say, "Plague take it all, that's a good for nothing thing." No more beginning in media res. Small wonder for them that method worked. What an apologetic monstrosity for us to accept. The first thing we have to educate black youth to know is that civilization did not begin with the Greeks and the Romans and that the foundations of this world, not the western world, but one world, this earth, this planet, the foundations of this world did not spring hydra-headed like Athena from the head of Zeus, but that civilization began in the Orient, in Black Africa, on the Nile river in Egypt, on the Yalu and the Yangste in China, on the Hindus and the Ganges in India, on the Tigris and the Euphrates in Mesopotamia. They must be taught that the Romans were only the transfer agents who brought the culture

of the east that the Greeks had tried to synthesize to the barbarians or strangers of the European West. Europe owes her cultural heritage entirely to the non-white Eastern world. There must be an intellectual re-unification of this east and this west so that the world may be one world with one family of man. It is either do this and live or fail and die. Perdition. We must change our world's direction or perish in its own destructive tidal waves of death.

The first thing a teacher of a humanities program in a black college has to do is make a serious effort to rid himself of all the damaging lies and misconceptions he has been taught about black people as a result of his white education. He must constantly examine and reexamine his material for the subtle traps that are half-lies and half-truths or whole lies and no truths. He must struggle to separate true principles of learning from glossed assumptions of racism. This is not an easy thing to do. He must get rid of the inferior-superior racial myth. He must eradicate from his thinking and his vocabulary all false ideas and words that tend to belittle or demean the black man, his nature, his history and culture, and his world-wide experience. He must develop a new world-view and a new world consciousness that will allow for the cultural dynamism of the Black Diaspora, that respects the initiative of the black personality and that recognizes the great creativity and spirituality of all real African people. This is a good thing for all teachers regardless of race and regardless of the racial character of their students. It will surely help to cure us of our racial sickness and may make us more humanistic in our mental outlook, become more human in our feelings, and more aware of what real humanity is.

A genuine and effective Humanities Program is inter-departmental or inter-disciplinary and definitely inter-cultural. It begins with the ancient world of the Orient. It begins in Africa and Asia and not in Europe. It moves to the Middle Ages with an understanding of the rise and flowering of Islamic culture. It explains the modern social phenomena of race and racism with an understanding of the Black Diaspora as the result of human slavery and European colonialism. It ends with a complete analysis of the Third World which is non-white, non-western, and non-imperialistic. Oriental philosophy, Islamic mastery of mathematics, and the sculpture of West Africa demand the attention of teachers in widely differing departments. World religions and world cultures are basic to an understanding of man's nature.

In the study of the modern social phenomena of race and racism it is imperative that the black student understand the genetics of race; the story of the Himalayan rat and the scientific facts of caucasoids as hybirds or mutations and genetic freaks of nature due to geographical and cultural differences. The psychology of racism is coupled with the study of anthropology and the facts of genetics.

When he studies Afro-American literature he should understand the language backgrounds as he must in the study of any body of national literature and all world and wisdom literature. He must understand the fact that African words are in American English and he must understand the rich contributions of black people to world culture as part of his folk heritage. Just as he learns how African culture has survived American slavery and segregation and lives in our dance, music, art, literature, religion and language, he must also understand the fact that Southern architecture with slave labor and southern cooking, U.S.A. with an African base, all reflect the artisan and artistic traits of black people. Flair, style and color are as indigenous to black culture as rhythm to African music. The black student cannot understand the true history of any western country without a return to his Oriental and African past. When he studies French, Spanish, German, and Slavic influences in North and South America he must remember the Black Diaspora and thus be aware always of his African heritage and the sweeping influence African culture has had on all the known modern world.

We have only given a partial explanation of what a humanities program with a black focus is like. It is permeated with a black point of view and should infuse the entire college curriculum and campus with a black philosophy. After having demonstrated a working interest in humanities for the past fifteen years as a result of assisting in developing such a program at Jackson State College we found ourselves four years ago excited about a Black Studies Program. Immediately it was quite apparent that Black Studies not only resulted from a revolution in American Education, it is in itself such a revolution. It is at once the most creative, non-violent, and intellectual answer to violent white racism yet devised. It stresses black humanity as one racial strain in the family of man. If man is to understand humanism in its most creative and spiritual meanings and its wide ramifications for a new age in the twenty-first century, then this is our first step toward

racial emancipation and a first step toward the common ground of one family of man, the human race.

Humanities as an inter-disciplinary approach to college teaching, therefore, serves many purposes and accomplishes many objectives. First, it stresses the oneness of all life and the unity of all knowledge. Second, it is a creative step toward the spiritual understanding of common humanity and the spiritual destiny of all mankind, in particular, black humanity. Third, as an example of team teaching it utilizes all the benefits of the electronic revolution in teaching, the use of multi-media, the handling of numbers because of the population explosion on college campuses. Fourth, it is interdisciplinary in nature and requires complete inter-departmental activity and inter-cultural understanding. Fifth, it has a core of philosophy and history, dealing as it does with the history of civilization, the history of ideas, and a history of culture. Sixth, it illuminates the study of literature, music, and art. Seventh, with a truly black focus it enhances the self-concept and sense of pride and dignity in the black student as it teaches him his African heritage, his role as a black man on the planet earth, and the cultural initiative, creativity, and spiritual contribution of black people to the entire modern world. Eighth, it broadens the knowledge and humanity of the teacher as one prepares to meet the challenge and responsibility of handling humanities on the college level, eliminating, thereby, the cultural stagnation of violent white racism, the myth of racial superiority or inferiority, and the astigmatism or myopia of a limited white and European education. Ninth, it educates black youth in a revolutionary age for survival, for liberation, and for cultural leadership in a new humanistic age of the twenty-first century. Tenth, and finally, it meets the desperate demand for a new black paradigm in education that will completely, effectively, and positively regenerate the curriculum in all Black Colleges, at least in those who genuinely try.

Discussion

Question: Dr. Alexander, how do you view your Black Paradigm being accepted by white students who are now enrolling in historically black institutions?

Dr. Alexander: My contention is that just as black studies are necessary to the white campus, a humanities program with this focus which is all inclusive and not exclusive is good for everybody. This is a

liberating experience for white and black students. This is not an overemphasis that some people would wish to say on black focus no more than what has already been an overemphasis on white.

Question: You stated somewhere in your speech that humanities teachers should get rid of half truths or lies or something of their white education. Now, what I am concerned about, how does one propose to prepare the teacher from this point of view?

Dr. Alexander: I would like to make one little point here. I talked to a man a few weeks ago who is a distinguished black scholar. He has been teaching and heading an English Department for many years at one of our well known black colleges, and when I talked to him in this way, you know what his answer was? That in his city all the murders, robberies and rapes were being committed by black people. Now, that is what he said to me. That is exactly what I am talking about. Now, he wasn't committing the murders and he wasn't commiting the rapes and he wasn't doing all of the crime, but his answer is a racist's answer and it is part of his whole being. He believes that most black people are criminals.

We have many black teachers on the campus who do not believe that their students can learn, who do not believe that the black student can learn. They actually believe that the white students can learn better than the black students. There are many black teachers working everyday who just do not believe and what is this? This is the result of racist training and it is there.

Now this kind of thing we have to avoid, and we do not, you know. Many of us believe that there is nothing to this black African past and culture. We really believe what we have been told that those people were primitive, ignorant, savage people and that is what we have to get rid of.

Question: How do you do it? I mean, where do you go to get this or how to develop this kind of sensitivity?

Dr. Alexander: Well the first thing is that some of our black scholars have done us a great service in the last few years. Black history is the first place. A young girl asked me in Mississippi the other day, when you talk about black identity, Where am I going to find it? And I said to her, there are three places that we ought to be able to identify. One is in the black family, two is with black history, and three is in the black church or with black theology. These are three places where we

ought to be able to find ourselves. Now it is true in many instances we do not.

Comment: But there are those that believe that the black church is holding many of the Negroes or the black community behind because they preach that forgiveness is opposed to the youth movement altogether.

Dr. Alexander: We could get into a long theological discussion of the value of forgiveness. A girl said to me the other day. "How can I have anything to do with white people when they bombed those four black children in that church in Birmingham?"

And I said, Oh girl, as long as you live with that in you, boiling up in you, you cannot move. That will just destroy you, that is what it will do.

I knew when I was a child in Birmingham the grandfather of one of those children. He was my neighbor. But I say that black people cannot afford that kind of lack of forgiveness and hatred. We cannot afford it because it is not going to hurt the other fellow. All it is going to do is destroy us. That is all it does.

Question: My whole concern about what you are saying here is that I have to hire teachers and I would like to know where will I find a humanist teacher that has a progressive attitude?

Dr. Alexander: They are hard to find, but you can find in all of your departments some brilliant teachers. There is not a campus where you do not have a core of people who could be trained to do this.

Now, it means that your teachers have to be smart enough to read books at night. They have to be willing to do those 85 pages before they go to bed. However, it is human to be lazy.

Comment: My view is that there is more than one way to achieve something, and I can't quite reconcile your view with what I have hardened in my mind. That is a type of flexibility, and your statement and I quote you – "positive, constructive humanism is the only weapon."

Dr. Alexander: You know what I mean by that. By that I think I am trying to say and I hope that I did. There are people who would say, I am not going along with Christian humanism. What you are talking about is just existentialism. You have the two – you have got the Christian and you have got the non-Christian, the non-religious and religious, and with humanism you have some of the same. But, it seems to me that what we have lost in our society is a sense of humanity, that

we are guilty of crimes against humanity, inhumanity, all of the things that you can mention. All of the headlines in the newspapers point to the fact that we live in a mechanistic, materialistic universe that has gone farther than that into extreme technology. The technological universe which is extemely complicated from the standpoint of science, economics, politics, everything, that our only answer is to move back towards a humanizing value. A value system that considers every human being as having a spiritual entity that regards all mankind as related to each other and that believes in the fatherhood of God and the brotherhood of man.

This may sound on the surface very corny and sentimental, and I am sure for the materialists it has no value. I am saying we are suffering from the effects of extreme materialism whether it is the dope scene, pollution, political abusurdity, or the fact that you cannot separate big business and/or big money from big government. It is very obvious that these are the results of an extreme materialistic and technological universe. The only answer for it is not in more of the same, despite the political thinking now of four more years.

Question: Then I would be correct in saying that you are suggesting that this is a prerequisite for straightening things out.

Dr. Alexander: It is not the prerequisite, it is the whole thing that we are moving towards. It may sound idealistic. It may sound as if we are trying to create a new value system and that the value system is based on making humanity of value, that man has to be of value. The primacy of human personality is what we are trying to get back to.

There is a spiritual center and the recognition that all mankind has this potential and this destiny. The reason we emphasize the black man is because he has been so demeaned and so belittled that the black child has been taught to hate himself. We need an enhancement of that black self concept. That is why we have to do this.

INTERDISCIPLINARY INSTRUCTION: CHOICES AND CHANCES

Georgia A. Ryder

I should state at the outset that this paper is presented with full cognizance of the volume and diversity of opinion related to curriculum change. There is a vast literature on curriculum in contemporary higher education. The number of arguments, issues, pros and cons boggle the mind. Yet, through all of these there runs one constant word. That word is "change."

The breadth of this unavoidable concern was succinctly expressed by Dr. Clifton Wharton recently when he made these comments:

> "Change is the order of the day. The fact that change comes upon us at a much swifter pace than before requires of us not only quick reaction time but an ability to anticipate and to lead change in a constructive direction. . . . If one thing is certain, it is that the process of change will not stop."[1]

Similar statements have been or will be made by nearly every speaker in this series of workshops because change is why we are here. I am certain, therefore, that I am not expected to discourse on change as an observable phenomenon. It is the main force of our time. Still, I have no recourse but to refer to change, although our primary concern at this moment is rather more specific, because the interdisciplinary approach to instruction represents a change for many of us insofar as our preparation for it and practice of it are concerned.

We know, of course, that the interdisciplinary approach is not new. One source speaks of "a return to the interdisciplinary course and the recommendation on many campuses that means be discovered for supporting such courses."[2] On reviewing the history of this kind of teaching, one learns that it has been tried and even discarded—or seriously eroded—at some institutions. One instance is Northwestern University which abandoned seventeen years of interdisciplinary work with several freshman courses.[3] I know too that some of you are already knowledgeable about certain successful applications of the interdisciplinary approach by reason of your work in curriculum

revision at your respective colleges or your familiarity with the Thirteen-Colleges Curriculum Program where interdisciplinary concepts are fundamental. Others of you are preparing to move in the direction of the interdisciplinary idea.

At the Cooperative Academic Planning Conference in April of this year, Dr. Samuel Gould stated that:

> "We have arrived at a time in the academic world. . . . when real choices are about to be made. They can be forced upon us or we can direct them. And make no mistake about it, they will be forced upon us unless we in education act with more speed, more forthrightness, more initiative, more intelligence, and more ingenuity than we have hitherto displayed."[4]

Some of the choices being made by colleges and universities are receiving wide notice in the press and other publications. Perhaps the greatest attention has been attracted by the establishment of universities without walls because that movement represents the most drastic departure from what a university has been thought to be.[5] Then there are the three-year degree programs, industry-sponsored courses, mini-courses (often designed by the students themselves), and the college-community programs directed toward making continuing education a process extending from childhood throughout life.

These ideas are going into action in response to conditions and demands that cannot be ignored. Some have been recurrent through the years and some are relatively recent but all are clearly discernible. Mainly, they are:

1. The insistence of students that they acquire non-vertical training in addition to specialized training in order that they might function adequately in life situations that require creative skills and coordinated labors.
2. The advancement of technology as it affects contemporary society and as it requires continuous adaptability.
3. Increasing abundance of new knowledge and techniques which makes it impossible for any one individual to master the skills, techniques, and knowledge in a particular field of specialization.

4. The practical need for maximum utilization of physical and human resources.
5. The insistence of students that they be regarded as individuals rather than statistical entities.
6. A desire on the part of students for the establishment of closer relationships between themselves and their teachers within the context of the academic environment.

I submit that interdisciplinary instruction is a logical and challenging choice to make in response to these pressures.

In his article, "Observations on Interdisciplinary work in the Social Sciences," Kenneth Roose asks, "Why are thoughtful people insisting upon the interdisciplinary approach in their work?" He submits that several factors propel them in this direction. "For one," he states, "the sheer complexity of the forces bearing upon any social problem makes it highly unlikely that understanding of the contribution of any one discipline can be obtained without consideration of the insights to be gained on the same problem from various other discipline standpoints." He states further that "a second factor motivating the interdisciplinary concern is the increasing need to demonstrate the relevance of the theoretical concept or structure to the vital interests and problems of the contemporary society."[6]

Although Dr. Roose refers in this statement to the Social Sciences in particular, it is obvious that these observations pertain to the curriculum at large. They pertain to the potential within an institution for the deliberate unification of knowledge.

High school students are now receiving counseling about career "clusters." They are encouraged to develop adaptable skills that they can use in several professions. What will they do when they arrive at our colleges and find no provisions, no mechanisms permitting this kind of development? In particular, what will students in black colleges do, finding themselves trapped into a frustration that promises only more of the same? What can they find in the narrow specialization characteristic of our curricula that will take into account the particular concerns of black personhood, the realities faced by black citizens and black communities? We are all too familiar with the distressing choices they can make. Consider their directions: giving up, dropping out, or going down in failure and anger.

Clearly, there are choices we must make. Creating an interdisciplinary program or even an interdisciplinary course is not easy in any of its aspects. The explosion of knowledge that we hear about in many areas makes the departmental and faculty tasks enormously difficult. Nevertheless, we cannot avoid the challenge, "to integrate the developed knowledge into a meaningful whole"[7] as one educator puts it. By developing topical and interdisciplinary courses and by providing for cross-disciplinary majors, we approach this goal of making education holistic.

The artificial boundaries of disciplines are the walls within universities. A student is expected to leap from one compartment to another, somehow enduring opposing methodologies, somehow distilling knowledge, somehow surviving antithetical philosophies and, finally, somehow "getting it all together" for himself. If he fails to do this he is in trouble for he has little more than his limited recollection of one-dimensional information with which to meet the multi-dimensional forces of his daily life. If he succeeds, he may conclude that he is smarter than the faculty for it was they who failed to bring about a synthesis or collaboration between sociology and political science, for example, or history and literature, mathematics and electronics, music and broadcasting, business and its numerous allies.

What I am saying is that we cannot go on in the ridiculous posture of isolationist preservers of our respective fields. If we make the choice for interdisciplinary instruction, it is not a rash act. It is a decision to maximize the relatedness of various specialized areas, the relatedness of knowledge to action and value, and, in addition, a way to accomplish some pragmatic results. One of these might be early completion of degree requirements when unnecessary overlapping is reduced.

Once the choice is made, there follow immediately several others that are basic. At the outset there must be a choosing of disciplines that will "marry" or courses that will fuse. There are some natural allies, as in the social sciences or the humanities, where interdisciplinary structures have long existed. But in addition, fresh thinking yields collaborations geared to career adaptability, new societal needs, or the unique needs of groups of students.

Another basic choice is in the area of personnel. Who will work together in planning teaching? Team teaching, non-directive techniques, and appropriate (possibly new) evaluative systems are important here. This is not the place for faculty members who are unable to submerge

their egos to the point where they are willing to function as collaborators. This is not the place for professors who feel threatened or maligned by suggested changes in their method. Other unlikely candidates are those on the faculty who are status conscious regarding rank, recognition, or their disciplinary identification. Among difficulties cited in reports of interdisciplinary attempts, the personality factor dominates.[8] Incompatibility has virtually destroyed some efforts.

The best choices are those teachers who conceive students to be whole persons, who are sensitive to special needs students articulate or demonstrate, who have the capacity, as both contributors and recipients, to extend their intellectual activities into disciplines other than those with which they are identified, and who are not afraid of hard work. They must be persons who do not have fundamental disagreements concerning the purposes of education.

Certain kinds of analysis are essential to indicate rational program choices and, consequently, personnel choices. To begin, as Dr. Humphries has emphatically stated, the establishment of a new program in a college requires "an honest analysis of the institution," to determine the kinds of student population served and attracted, the kinds of students likely to be served in the future, and the kind of educational commitment the institution wants to make to these students.[9] For our purposes here I would add also:

1. The location of the college and its community resources.
2. Facilities and resources within the college.
3. Career patterns of recent (from mid-1960's) graduates.
4. Chief reasons for dissatisfaction among students currently enrolled as disciplinary majors.
5. Faculty interest in curriculum reform.

Data might be collected and evaluated by a committee or team which, most logically, would be appointed by the college administration in accordance with the best representation of internal academic structure if that is feasible. This team could function thereafter as a steering committee for the total group of instructors involved. With the assistance of appropriate administrative officials, it could coordinate

departmental efforts, locate consultants, provide a clearing house for communications or perform other central tasks.

It is important to recognize in the beginning, however, that neither the forming of committees nor any amount of diligent activity can effect significant change in the college unless there is basic agreement on the direction and scope of the general plan. This is not to say that no options exist within that plan. On the contrary, there may be several according to how boldly the venture is conceived.

The Tussman Experiment at Berkeley set up a four-semester interdisciplinary program having no separate courses, taught by faculty members from various disciplines.[10] Another plan (California State College at Dominguez Hills) requires all baccalaureate programs to have a dual major, one to be in a traditional discipline and the other interdisciplinary. Other models are too numerous to cite at length in this paper but I present a few – some of which are in the beginning or even planning states – which illustrate ideas you might want to explore.[11] These include a humanities program geared toward establishing a Bachelor of Arts and Sciences in Interdisciplinary Studies, now in its second year at Bennett College; an interdepartmental Afro-American Program at Virginia Union; a seminar in "Urban Life", soon to begin at Norfolk State College; an interdepartmental course, "Ecology, Man, and His Environment," also in planning at Norfolk State.

In regard to the last mentioned course, I raise briefly the matter of financial support. Obviously, funding is crucial but its means and sources require a full and explicit discussion. So I give only as an example the information that this Ecology course is planned around assistance which will come from the Urban League. It follows the lead of a plan already operating at Norfolk State wherein single courses in Computer Concepts, Electric Circuitry, and Computer Programming have been combined in a manner to produce common units of instruction shared in seminars by the collective group of students. The instructors work closely with Renee DuJean, Associate Director of the Urban League's Black Executive Exchange Program (BEEP) to acquire the services of experts supplied by BEEP for the seminars. So BEEP is a good source to know about.

I should like to mention also the National Endowment for the Humanities as a source which specifically states its interest in project

proposals of an interdisciplinary nature. The Bennett College program is one of six that received funding in 1971.

Having interjected that short but, I think, important information, I should like to speak about one more idea as a curriculum model. When the new Florida International University near Miami formulated plans for its own birth, it included a School of Hotel, Food, and Travel Services based on the concept that "the growing complexity of the business in terms of services and facilities. . . . will require increasingly efficient and sophisticated management."[12] I find it exciting to contemplate the possibilities and implications of a similar program of career preparation in our black colleges. Motel and food establishments are proliferating even faster, perhaps, than academic courses. Isn't it time for black people to get onto the front end of management-labor in that field?

We have, then, choices to make. Whether they shall be college-wide programs, smaller programs within the college, courses, or topical seminars are decisions each college shall determine for itself. The manner of developing and evaluating interdisciplinary synthesis should properly evolve from the planning of those faculty members at all levels – administrators, department heads, teachers – who are committed to the interdisciplinary idea and in agreement among themselves.

The ideal, of course, is to have the program entirely in the hands of those who are receptive to re-education, inventive by nature, industrious, persevering, and sensitive to student input as well as output. But ideals being what they are, we shall have to begin somewhere short of all that, as has been the case historically, and improve by the best means available or by means we shall have to devise.

Given all these choices to make, what are the chances taken? It would be foolish for me to undertake a spelling out of the chances or risks inherent in any curricular reform because they are so diverse, sometimes unknown, and because they pose questions only time can answer. Furthermore, if we were frightened off by unanswered questions, none of us would be here. However, I shall mention just a few matters of specific concern to us in our present considerations.

There is a chance that personality problems might develop even after careful selection or enthusiastic volunteering. I have no prescriptions for resolving conflicts arising in local situations, yet I know that

they must be resolved or any program dependent upon team effort will disintegrate. Take the high road: there is also a chance for adjustment.

What assurances are there that an interdisciplinary program will work? Not any. If it is new and, therefore, experimental, it will have to be guided as it goes along. This demands that instructional staffs maintain their creative and innovative drive and that systems of evaluation be devised and applied regularly to all components of the program.

Is there a chance of encountering faculty resistance based on a fear that courses will be watered down? Very likely. If this is a prejudice, it will not be overcome until substance and competencies are demonstrated. This will take time. Moreover, the discernment of certain other values might take longer.

Granted, there are problems to be dealt with, some of which have not received mention in this paper. I have presented some ideas rather generally and others rather specifically. The implementation of a curricular program involves strategies, mechanics, and logistics unique to a given institution. Each has its complexities and perplexities arising from formidable details of academic credits, scheduling, staff loads, or others that may at first seem insoluble. But these may be countered with the knowledge that the interdisciplinary approach to learning not only has worked but is working, and with the belief that it is a justifiable educational process.

Therefore, I submit finally that the very best chance of all is the chance that through our efforts we may be able to help students understand relationships among the multiple components of their environment, thereby helping them to perceive and assess their capabilities for recognizing, analyzing and, hopefully, solving contemporary problems both now and in the future.

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Discussion

Question: I would like to ask Dr. Ryder about those walls, walls within walls, and, of course, a wall means that generally there is no opening or only a very small opening, I guess.

I would like to know how you are going to knock holes in the wall. Are you going to do it from the inside or from the outside - in?

Dr. Ryder: Yes, we are talking about walls within walls. Everybody else is talking about universities without walls and I am talking about walls within universities. Now, a cooperative effort must be made from within the department. There must be some opening there, but if there is none make an opening and if there is one consider enlarging it, so as to let insights from that department into another discipline.

That is only a part of the collaboration. You cannot collaborate by yourself. That is like one hand clapping. It is just kind of hard to do, so rather than have one hand clapping, we are going to need more

collaboration within departments and between departments. Let us say you have a department where you have a chairman or head who recognizes the need for the interrelatedness of instruction. Such a person would assist in the selection of persons within the department whom they know would be able to extend themselves outside of the discipline. At the same time, those persons outside are going to ask these people who are being nominated to participate as part of the personnel in a program which doesn't have to be college-wide, it doesn't have to be like the Berkeley thing, it doesn't have to be everybody taking a dual major, it could be just a program that may involve four or five departments at the beginning, maybe within an existing structure such as a division, or it may be crossing divisional boundaries.

Now, in that way we may not knock the wall down, but we can shake it a little. We can get some flexibility going, and if this begins with a team of teachers consisting of only two persons or three, we have got a thing going there. We have got some passage through two walls or three walls.

Question: In your experience have you had a situation in which you have had faculty meetings where representatives from various disciplines on your campus came to a faculty meeting and informed other groups about what they were doing? Then followed by a question and answer period so that the faculty would know what is happening in that university and not have a concept of walls in their thinking?

Dr. Ryder: Yes. As a matter of fact, you asked if I have had this in my experience. I have, although the sharing of the ideas and the questions did not involve the full faculty. The group coming together, for this particular purpose, was comprised of faculty members representing departments from all over the campus. These representatives had been chosen by the faculty in their own departments, not appointed, but chosen by their own peers in their own departments to represent them in sharing ideas. This has to be a continuous activity, however. You can't meet once and say, well, we are doing this and we are doing that and everybody goes back home and you do your thing and I will do mine and never shall the twain bother each other again. It has to be a continuous thing because after that you are going to need some progress report sharing also.

Comment: I want to speak of Rust College, if I may. That last situation made me think of it. For five years Rust College has experienced an interdisciplinary or freshman entry program. First,

about two-thirds of the freshman class were used in the program, and now, it is a hundred percent of the freshman class. Each year, in the month of August, a team of ten teachers work together, and work out a syllabus on the kind of inquiries that may be fundamental in two big areas, five of them in the verbal and five of them in the quantitative or scientific areas and then they begin to work with the freshmen through the year. Consultants work with the teachers on this project twice a year. Now, they have gone so far with the freshmen that they now want to branch into the sophomore year with an interdisciplinary program.

Your problems that you have answered I think are quite evident of Rust College and one, of course, is funding; another one is getting the people who really would be naturals to work this way. But I think the secret of their development and growth in five years has been that they have been willing to share with all of the other faculty and also they have been willing to let the other faculty who were in the disciplines question and criticize and look critically at what is happening in the interdisciplinary program. I think that one of the benefits of the program is that youngsters coming from poor high schools are given a chance to develop more readily a self-concept, a feeling of status and value of themselves before they are required to meet the rigors of what has been the former disciplinary program. This business of sharing has been the crux of the project, how well you share amongst yourselves as members of an interdisciplinary team, and how well the other people understand what you are trying to do.

Question: I would like to go back to your walls within the universities and ask how do you see the walls being removed? We have to move in certain directions now whether we want to or not, we are going to be forced to.

Now sometimes we are at a level where you can use the hammer but it needs more than a hammer, it needs the electric drill to really break those walls. How do you see us moving in breaking those walls, because we have much more than sometimes just one layer of walls? We have maybe two, three, several layers.

Dr. Ryder: An Attempt can be made to develop a model within the institution on a rather broad scale or a small scale. Here, we are talking about colleges essentially since most of us are not from universities. That in itself is an advantage because the greatest interdisciplinary disasters have come about in universities. In a university, you have several different schools and other academic units

to contend with. You may have to develop a cluster of models within a college or university before you have what you would identify as a formal college-wide program. First, it is necessary to agree on the direction and scope you want to take.

I don't know, you mentioned two rather damaging tools, hammer and electric drill, I think in a program of this kind so much depends on willingness. If you can't get just a modicum of willingness on the part of certain faculty members then your program is almost aborted at birth, but it is kind of hard for me to conceive of a whole faculty where you will have no willingness on the part of anybody to work together. It may be extremely limited, but that determines the scope of your program.

Comment: You may have the willingness of the faculty but it needs much more than that at times.

Dr. Ryder: You are talking about administrative support. You have to get the registrar to understand what you are trying to do. Deans and presidents will have to understand the program. They may understand your idea, then when you get down to the "nitty-gritty" and you tell the registrar, Look, this course isn't going to get three semester hours. He says, What on earth are you talking about? It has had three semester hours credit all of these years. How am I supposed to put it down? We are not sure whether it is going to get semester hours credit or not, it is going to satisfy requirements in three areas, and he says, how? Then you have got to agree perhaps it will add up to credits in one situation of the curriculum and meet curriculum requirements without credits in another. You may have one course satisfying three requirements for one set of credits. This is not the kind of thing the registrar wants to hear about because this is hard work, this is paper work. You have got to gain the Dean's approval. I understand what you are saying but these are the reasons why I said individual colleges really have to examine what the internal structure is and work on those fine points. They are fine points, but they are important points.

Question: You are talking about the marriage of disciplines. That really interested me because I have been working now for five years in the freshman program. For five years we have tried to think of ways of how to mix things together that are normally taught and the point I want to make is how sometimes we have had difficulty in finding ways to work in mathematics and the sciences. We have got something really

workable going with the English and the Social Sciences and I think that students benefit from this motivationally and skills wise. I am really sold on it but what I have seen is that the attempt to try to bring in mathematics, the physical sciences and natural sciences just don't work. You get to absurd situations. I was wondering if you could give us some idea of how, or any experimental things you have seen about how people are working in mathematics and the sciences. This is the area where students come in needing some motivation to really get down to the business that confronts them.

Dr. Ryder: Well, I agree that there are a lot of hybrid courses, hyphenated courses or whatever you choose to call them, some of them have almost become disciplines of their own. I would think that if a marriage is conceived, a person should be selected to work on designing the program and obviously it shouldn't start until there is a design pretty well underway, so that you won't just get certain – to use your words – absurd applications. If it develops in the design that this marriage is not going to work then you may want to take a longer time to explore the possibilities before giving up on it or you may conclude that the interdisciplinary approach will only operate within a divisional framework. It still does not have to be strictly within a departmental framework. This is why you hear so much about interdisciplinary work in the social sciences, in the natural sciences, in the humanities, and so forth. This is what I referred to a while back as natural allies because you don't encounter inconsistencies to the degree within those areas that you do crossing over.

Obviously there are many things that could be said about this approach and everybody in here may have something to add. Let me mention a music course I am involved with at the present time. We hope to get a workable design and we hope to try it out the second semester of this academic year. In this course we are concerned with whether or not the students are going to get the physics that one department wants them to have in combination with the music and mathematics that two other departments want them to have. The mathematics and physics content of the course must be acceptable to the mathematicians and physicists. In this course, we are trying to bring about a marriage of music, physics and mathematics.

THE SOUTHERN CENTER FOR STUDIES IN PUBLIC POLICY

Charles L. Knight

Introduction

The Southern Center for Studies in Public Policy is a social action and monitoring organization situated at Clark College in Atlanta, Georgia. It was established in July, 1968 to serve the entire Atlanta University Center, of which Clark College is a member, as an umbrella organization under which might be developed learning opportunities for students, faculty, and the public in the formulation, content, and implementation of public policies affecting people living in the South. The Center was organized with two major premises in mind: that the body of knowledge available to the academy must necessarily be applied to the resolution of public issues; and that there is a pressing need for an organization, based in an academic setting, which deals primarily with the South. Thus the Policy Center attempts to engage the resources of the academy in an effort to affect meaningful system change in the region. It is unique in that it is the only such organization affiliated with a private black institution of higher learning and, therefore, contains a special and important perspective in analyzing current public issues.

The Policy Center owes its existence primarily to the vision and tenacity of one individual, Vivian W. Henderson, President of Clark College, who has consistently seen the potential of such an organization at a predominantly black institution. In an address which outlined the responsibilities of Clark College to an expanded constituency, Henderson stated:

> We need to convert pressures of life into opportunities; we need to convert new demands in race relations into prospects for better teaching, research and service; we need to convert neglect of the city into progressive development of college and community relationships; we need to convert inaction into initiative – initiative that will anticipate and project needs as opportunities. . . We need now to not only include

> those who would be our regular students but also those who would like to enrich their lives, change their economic status and improve upon the legacy that was bequeathed before passing it on to their posterity.

The Policy Center represents the kind of engagement about which Vivian Henderson spoke. It is a commitment which goes beyond mere scholarly inquiry. For the Center is not simply the extension of an academic department but rather is designed to be on the cutting edge of significant social issues. It exists to create and respond to opportunities and situations which cannot be dealt with effectively in the confines of a traditional academic setting.

The Policy Center has, in its early years, confronted the hazards common to organizations of similar ilk — extinction or co-option. During the late 1970's, as the passion for reform became institutionalized, many "centers" were created, each holding itself out as a vehicle for instant social change. Many of these were ill-conceived and under-financed, and soon disappeared. Others, caught in a continuous competition for rapidly diminishing support, evolved into no more than agents for entrenched interests. For the Southern Center for Studies in Public Policy, 1971 witnessed the conclusion of a successful search for identity. Some special programs such as The Land Bank Conference, the Anacostia Report, the Migratory Labor Study, and the OEO Evaluation had been completed. On-going programs such as the Community Instructors Program, The Georgia Service Center for Elected Officials, and the Washington Internship Program have been expanded and continue. New courses have been added to a special interdisciplinary curriculum in policy studies. New programs in health law, higher education, urban transportation and metropolitianization were prepared and began with the commencement of the 1972 academic years.

The Southern Center for Studies in Public Policy is an arrangement at Clark College for schools in the Atlanta University Center, whereby students and faculty as well as community persons may engage in study, research and conversation on developments in local and state governments and the development of public policy with special emphasis on the southern area. Several devices are used in these arrangements, including interdisciplinary approaches in curriculum offerings, particularly involving political science, economics, sociology,

history, psychology and geography; another device is seminars, conferences and workshops, involving students and community persons, on public policy in local and state governments; student internships, research fellows are also included.

Objectives

1. To bring about improved understanding on the part of students in the University Center of new directions in public policy in local and state governments and policies in the South.
2. To provide a framework within which systematic research and writing can be pursued on public policy and political behavior in the South in terms of federal-state relations, federal-urban relations, federal-world relations, interstate relations, governmental structure, voting, administration of justice, employment patterns, social services, political parties, pressure groups, and the decision-making process.
3. To provide a means by which adult education in the field of politics and public policy can be effectively engaged in.
4. To provide a means whereby students in the University Center may systematically use the urban ghettoes as a laboratory for the development of broader understanding and programs insofar as public policy and politics are concerned.
5. To develop more people with competency in public administration.
6. To transform conventional social science instruction for undergraduates into a program designed to maintain the best of conventional wisdom and approaches while developing a student product who can apply the tools of the social sciences to analysis, development of understanding, and establishing policies to social science problems.
7. To extend options for students in the Atlanta University Center to develop an undergraduate interdisciplinary concentration or major in Public Policy Studies without eliminating the major or conventional-traditional disciplines.
8. To develop a program of student research as a technique and method of instruction for concentration in social science.
9. To generate new awareness among students about public and private policies and dimensions and policies to these problems.

10. To develop relationships with local, state, and national community groups, economic units, and political bodies that will provide opportunities for students to gain applied and real life experiences involving the social sciences.
11. To develop a model and a set of materials regarding instruction which may be replicated in other institutions.

Methodology

1. Student research as a tool of instruction is used.
2. Applied learning sequences with action groups, including policy bodies, civil rights groups, urban observatories, and other community groups are emphasized. These provide internships and other kinds of laboratory experiences.
3. Utilization of the interdisciplinary strength in the social sciences. This calls for the continuous creation of new studies including urban and rural planning.
4. Team teaching is used.
5. Seminars, colloquia, laboratories, independent studies and research are used.

Structure

1. The Center operates within a framework of an institute which though housed at Clark College is in essence an independent operating unit. It has its own Advisory Board and Executive Director with supporting staff. The Advisory Board is made up of professors and persons from agencies with known competency and interest in public policy.
2. The Board is responsible for developing policy and program and implementing policy and program through the Executive Director.
3. The Center also uses visiting professors and scholars as well as visiting student scholars for research and instructional purposes.
4. Internships in federal, local and state governments are a significant part of the arrangments.

Community Instructors Program

The Community Instructors Program is now in its third year of operation. It initially provided stipends to four women who were recognized as community leaders with special interest and expertise in education. The staff has gradually grown to twelve. The citizen-experts are appointed to the staff of the Policy Center as Community Instructors. The group represents three distinct communities in Atlanta; Vine City, Grant Park-Model Cities, and Perry Homes. The instructors work with parents, students enrolled in both the public schools and Clark College, and teachers, in order to develop new mechanisms by which the Atlanta School System will be made more responsive to the community it is intended to serve.

The instructors conduct periodic workshops on issues of specific community concern such as school lunch programs, bussing, accountability, and school finance. The staff is also presently attempting to revitalize existing PTA structures by the creation of PTA Community Councils. The instructors also sponsor several monthly meetings. These "Rap Sessions" are open to all concerned citizens. A periodic Newsletter is circulated throughout the city.

The success of the Community Instructors Program has led to changes in the teacher training program at Clark College. The Policy Center has established a course, Education and the Community, which offers students from the Atlanta University Center a field internship under the guidance of the Community Instructors. The course thus parallels the prospective teachers' Student-teaching experience.

Seminar on Ghetto Economic Development

In mid March, 1969, the Center sponsored a major conference on strategies and alternatives for the economic development of the ghetto. The conference took place on the Clark College campus and brought together authorities from the fields of finance and experts from economic development programs throughout the nation. A series of papers emanating from the conference has been published by the Center. The Center has also prepared several research proposals which were stimulated by the seminar.

Land Bank Conference

In June, 1971, the Policy Center hosted a Conference on the campus of Clark College which dealt with the problems associated with the decline of land ownership among black people. About forty persons gathered to discuss the related issues of land acquisition, development, and retention, and the proper utilization of technical assistance for black people who desire to acquire or keep rural property. The Conference focused on the possibilities for developing a Southern Land Bank.

Anacostia Project Evaluation

Under the leadership of Clark College, a team of scholars noted for their expertise in the area of education and public policy conducted a study of the Anacostia Community School district in Washington, D.C. The Anacostia Project purports to be a model of community input into public education. The Policy Center evaluation sought to ascertain the extent to which the basic objectives of the entire Project and each of its components had been pursued and achieved, to provide an evaluative framework and instruments which should be utilized by the Project in assessing its performance, and to make recommendations regarding the continuance of both the Project and its components.

Preference Poll of Black Delegates to the National Convention, 1972

The Center joined with The National Urban League and The Institute for Southern Studies in an effort to determine the preferences of black delegates to major party presidential nominating conventions in 1972. The Study was an attempt to foster increased awareness among the black electorate about the actions of persons who are, in effect, their representatives to the conventions. The research team is being headed by a representative of the Georgia House of Representatives.

OEO/CAP Evaluation

The Policy Center conducted a two year evaluation of community action programs across the Southeast region. The Study investigated the

agencies' impact in mobilizing the resources of the community toward the elimination of poverty, the degree to which community persons themselves perceived the goals of the agencies as being fulfilled, and the agencies' compliance with civil rights guidelines. Evaluators were chosen by the Policy Center; great emphasis was placed on selecting evaluators from the communities themselves.

The evaluators' reports were presumably used by the agencies to better understand and evaluate their own efforts and by the Office of Economic Opportunity to provide better assistance to the agencies in question. The Policy Center itself has had great success in utilizing the reports as a teaching and research tool for faculty and students at the Atlanta University Center.

Study of Adaptation of Rural Migratory Workers to City Employment Opportunities

The Policy Center is in the process of concluding a study of factors affecting the migration of labor from rural areas to Atlanta and of the adaptation of the migrants to city life. The Project surveyed both black and white newcomers in an effort to determine the differences between expectation and actual adjustment. The study is directed by two professionals and utilizes faculty, graduates, and undergraduate students from colleges throughout the Atlanta metropolitan area.

Student Assistantships

The Policy Center provides undergraduates at the four schools of the Atlanta University Center with an opportunity to intern in various agencies whict affect the policy-making process. The students are placed by the Policy Center with various state agencies; the Governor's Internship Program; as research assistants for Economic Opportunity Atlanta and for Model Cities. In some instances the Center will engage undergraduates to serve as research assistants for its own programs, particularly the Georgia Service Center for Elected Officials and the Community Instructors Program. In addition to a small stipend, students receive academic credit for their work. They are expected to produce a research project based on their experience and these projects are on file at the Policy Center.

The Policy Center also provides internship opportunities for law students through Law Students Civil Rights Research Council. Students utilize their training by working on specific projects at the Center. The Policy Center also provides Public Policy Internships with its own programs for graduate students from the Atlanta University Center.

Curriculum in Policy Studies

The work of the Policy Center is, to a large extent, dependent on the notion that theoretical knowledge derived from traditional academic disciplines is both relevant, and necessary to, the resolution of current problems in public policy. Too often, however, and especially in those institutions which are surrounded by decaying communities, the academy had immersed itself in its internal functionings and attempted to seal itself off from contemporary issues. Thus, the University yields to the contempt of its neighbors and the alienation of its own constituency.

The Policy Center is attempting, with some success, to radicalize the curriculum at the Atlanta University Center. Beginning in 1969 with one seminar, Public Policy and Mental Health, the Center has developed a Core of Curriculum in Policy Studies. These courses provide faculty and students with the opportunity to investigate governmental response to contemporary political questions. The courses themselves are interdisciplinary, and stress independent research and field work. Participants in these courses are asked to employ time-honored tools of analysis in an effort to influence present day issues.

The faculty of the Policy Center is recruited both from within and without traditional academic settings. Five of the courses currently offered are described as follows:

Federal Public Policy and the Poor – This course involves several disciplines and has been taught either by a member of the Political Science Department or by an outsider with expertise in one of the fields covered by the course. It primarily involves the academic disciplines of political science, sociology and economics. There is also a strong historical approach to the consideration of the development of various federal public policies. Disciplines outside the normal curriculum include such things as housing, welfare, education, health

programs, and prison reform. Lectures by, or visits to, experts in these fields are included as part of the curriculum.

Formulation of Public Policy – This course also involves the academic disciplines of political science, sociology, economics, history, and law. It has been taught by a lawyer and also by an economist. It is oriented towards the development of certain specialized skills which may be utilized by a first year law student or a graduate student in political science or economics. The case method and rigorous documentary analysis are stressed.

Education and Public Policy – This course involves the academic disciplines of education, political science, sociology, and some law. It is geared primarily to prospective teachers in an effort to introduce them to various kinds of issues which in one form or another confront the public school teacher who is concerned about his or her responsibility to the community. This course is unique in that it involves field supervision by the Community Instructors.

Public Policy and Mental Health – Academic disciplines involved here are psychology, education, political science, history, and law. It fulfills the major requirements in both political science and psychology. This course stresses field experience and a good deal of individual research. Most of the students who have taken it to date intend to pursue careers in psychology, social work, or law.

Political and Civil Rights – This course involves the academic disciplines of political science, history, some economics, and law. It is very much a skills course and primarily designed to acquaint the prospective law student with the kinds of problems he will face. The case method is used and all teaching is done by the Socratic method.

Operational Units

Georgia Service Center for Elected Officials

The Service Center is a division of the Policy Center which provides research assistance and technical support to elected officials throughout Georgia. It works closely with the Voter Education Project,

a private organization which assists minority group participation in the political process.

Recent reapportionment and registration drives have resulted in the election of 73 Black elected officials in Georgia, 51 from outside the Atlanta metropolitan area. The Service Center has, through a series of workshops, research projects, internships, conferences, and publications provided the assistance and information sought by elected officials. In doing so it attempts to involve faculty and students in a meaningful way with the policy-making process.

Recent projects undertaken by the Service Center include a Legislative Internship Program, Councilmanic Conference, Welfare Hearings, and projected study of prison reform.

Washington Research Project

The project, a Washington-based public interest law firm, is closely affiliated with, but operates independently of, the Policy Center. Under the direction of two well-known civil rights attorneys, the project inquires into the relationship of federal public policy to the needs of the poor.

Washington Internship Program

The Internship Program was created to afford students from Black Colleges a viable experience in the realities of public policy-making so that they might return to their communities better prepared to work for meaningful social change. Since its inception in 1969, 50 students, from 14 institutions, have participated in the program. The program is directly administered by the Policy Center which maintains a full-time faculty member in Washington. It is housed in the offices of the Washington Research Project and students often work closely with the project's attorneys.

The Internship Program affords students a rigorous and intensive introduction to the policy-making process. Students attend seminars, work in the offices of major policy makers, and are responsible for production of a major research project.

The Future

Much has, and will continue to be written about the peculiar relationship of the South to the rest of the country. This relationship is, to an important degree, a prime consideration of an organization which purports to deal in the first instance with regional problems. Yet increasingly, we witness a process by which America joins the South. Problems spawned by racism and militarism, once considered endemic to one region, now confront the entire nation. Thus many of the programs attempted here become increasingly important as the South becomes less insular and the rest of the country less convinced of its moral and political ascendance. It is important, therefore, to build upon the kind of expertise which the Southern Center for Studies in Public Policy is attempting to develop. The programs may be seen as models, not only for the South but for a nation.

Discussion

Question: What percentage of the student body is involved in the work of the center and how are they selected?

Dr. Knight: The enrollment in the program amounts to about 100 students but they not only come from Clark College, they come from several other schools, for instance, some of our students are from Talladega, some are from Southern. They are selected on the basis of interest in working in government, political science or law. Oddly enough, the large majority of the students in this program are products of the Thirteen College Curriculum Program.

Question: What criteria are used in the selection of the faculty for the program?

Dr. Knight: We present papers and ideas and the people that get excited about it, those are the ones selected. If you don't show any excitement, we just keep going. That sounds very simple but this is the way we operate. We prepare position papers and reports. They are presented to the departments, the divisions and the entire faculty. We only work with the people who get excited.

We also use instructors from the community. Our community instructors are not necessarily college trained, but are well educated.

Question: You mentioned that a basic objective of the program is to serve as a prototype for other programs. You have established an

institute and I perceive this as being a unit closely connected to Clark or to the Atlanta University Complex. The institute affords you, as you perceive it, a kind of protection. Can you expand on this point; In state-supported institutions it is doubtful that we could become involved in programs as non-traditional as you have described. But the fact that you have formed an institute might be a vehicle which we could utilize in a state institution.

Dr. Knight: Well, it was structured this way to protect itself from all the things that we talked about today. This is why I said that we have solved some of the problems because we knew that we couldn't set it up within a departmental structure. So, we did form an institute. It does have semi-relationship to the social science division, but it has its own director. This was done so that we could avoid all of the problems which have been mentioned here today, related to compartmentalization, and this sort of thing.

Question: Is there a salary scale involved in this program?

Dr. Knight: A salary scale? Just our regular salary scale. There is nothing extra in it. We have special funds provided by foundations for our visiting lecturers.

For instance, Angela Davis will be there next week. The Center will use her but the Center is not bringing her. The students in the Center have prevailed upon the student government organization of each of the six institutions in the Atlanta University complex to pool their money to bring Angela Davis. When we knew that she was coming, we planned to use her over at the Center for Public Policy also.

Question: The faculty that serves from your institution in this program, are their loads considered here at all? Are they given credit for their involvement in the institute? Are they under a particular department?

Dr. Knight: This is their load. They have a semi-relationship to the social science department.

Question: How does that semi-relationship work?

Dr. Knight: Broken line.

Question: Is the Center primarily service, or does it grant a degree?

Dr. Knight: We grant a degree with a major in public policy.

Question: May credit be earned?

Dr. Knight: Yes, sir. All of the courses are offered for credit.

Question: You indicated that some of the community teachers worked in various programs in public schools. You mentioned the

lunchroom program as one example. Do you have any other examples because I have another question to ask you.

Dr. Knight: Yes, sir, teacher accountability is another example. This is the sort of thing that we need in order to get excellence in our schools.

Question: Stop right at that point. Teacher accountability, expand that statement.

Dr. Knight: Well, in accountability, these people conducted seminars with other parents in the community to alert them to the need of teacher accountability. Then they talked with principals and teachers about their understanding and about their expectations.

Question: The reason for this question, the reason I am pushing this question is the fact that some of us have discovered in some of the communities where we have the integrated schools that unfortunately many of the teachers and particularly my caucasian brothers and sisters do have difficulty teaching the black student and therefore they throw in the towel, and, of course come in at 8:00 and leave at 3:00. What I am trying to say here is, could we devise some plan, some mechanism by which we could help these teachers come to grips with the problem. We need some kind of ogranization to work at getting some teaching for these kids because many prospective black college students are being lost. I was talking to a teacher in Birmingham last week who was not really teaching the kids.

Dr. Knight: Because of the kind of involvement that we have put in this program and also the kind of involvement that we have in the teacher corps program, which involves community people right in the schools, some of these problems are being faced and worked out.

Question: Is there any element of time, or a scheduled time frame in which these projects are begun and ended?

Dr. Knight: They are now within a time frame of semesters. We are on a course structure. Therefore, we don't have the problem of credit hours. Clark just this year instituted the four course structure. This is just a course within the time frame of the semester.

INNOVATIONS IN INSTRUCTION AT NORTH CAROLINA CENTRAL UNIVERSITY

James F. Parker

North Carolina Central University has demonstrated its commitment to the improvement of instruction and to innovative approaches to instruction in at least three specific ways: (1) the appointment of a coordinator of learning resources to provide leadership in the instructional development efforts at the University, (2) the development of a strong instructional support service through a learning resources center, and (3) by securing instructional development funds from federal and private sources to supplement the regular budget.

This paper, originally presented in the form of a slide-tape sequence, is an attempt to document the instructional development activities at the University during the 1971-72 school year.

Part I. Individualized Instruction

The major thrust in instructional development during the past two years has been toward the individualization of instruction. Instruction is considered to be individualized when most, if not all, of the following conditions have been met:

1. when the instruction is learner oriented rather than content oriented,
2. when objectives have been written in terms of the performance of the learner and when they have been given to the learner at the outset,
3. when provisions have been made for the learners to progress at their own individual rates,
4. when alternative or diversified modes of learning have been provided to enable the learners to select the modes that match their own learning styles,
5. when students can share in the decision-making with respect to how they will proceed,
6. when learning materials are provided at different levels of difficulty, and
7. when provisions have been made for feedback for (a) learner reinforcement and (b) sequence improvement.

In addition to these seven conditions, an essential provision that should be made for individualized instruction is a self-contained learning center the purpose of which is to maximize the accessibility of learning resources. As far as possible, every learning resource that the student needs as he progresses through a learning sequence should be available to him in the learning center.

While there are some variations among the different concepts of individualized instruction – learning activity packages, modules, audio-tutorial approach – each is a *set of learning activities intended to facilitate the student's achievement of a set of objectives.*

Several departments at North Carolina Central University have developed individualized learning courses.

ATG Biology

The Department of biology has developed ATG (audio-tutorial general) Biology 110 and 120 around the audio-tutorial concept of individualized instruction. This course was developed under a Title III Grant which is administered by Dr. Cecil Patterson, Dean of the Undergraduate School of Arts and Sciences. Students are tutored in their learning activities by means of a taped sequence. A learning center houses all of the resources for learning needed by the students. A supply table, centrally located in the center, holds all of the biological materials. The center also houses printed materials, 8 mm continuous loop films and projectors, the cassette tape playback machines. At one point in the taped sequence the student may be called upon to stop the tape and to go perform a simple experiment. At another point, he might be instructed to examine a certain specimen on the supply table or to look at an 8 mm continuous film.

Elementary Education Modules

The Department of Education at North Carolina Central University is an active participant in the Consortium of Southern Colleges for Teacher Education, which was established in 1969 under a grant from the U.S. Office of Education, and is performing an active leadership role with that organization. The main function of the Consortium, a group of 13 institutions of higher education in the South, are to (1) develop performance-based elementary teacher

education programs which are modularized and individualized, (2) implement performance-based elementary education programs, and (3) provide a technical program and instructional design assistance to non-member institutions.

The central administrative office for the Consortium is located at North Carolina Central University. This office has a director, an associate director, and a secretary. The chairman of the board of the Consortium is also on the faculty at North Carolina Central University.

Associated with the activity of the Southern Consortium, the elementary teacher education program at the University has developed along the guidelines for performance-based teacher education at the professional level. This part of the curriculum is modularized and almost completely individualized. Objectives systematic program design procedures are being employed at all points, and an effective individualized program is emerging. Continued curriculum development efforts will result in each component of the curriculum structured in modules and module clusters associated with teacher competencies identified as terminal program behaviors for the elementary education major.

Photography

A course in photography for teachers has been organized around the learning activity package concept and the audio-tutorial concept of individualized learning. A visual component has been added to the audio-tutorial concept to make it an audiovisual-tutorial concept. There are a number of alternative modes of learning which vary from package to package depending on the nature of the content of the individual packages. In general, there are nine different types of choices open to the student. These are (1) a textbook (not required), (2) monographs, (3) programmed learning materials, (4) audiovisual-tutorial slide-tape sequences, (5) 8 mm continuous loop films, (6) charts, (7) library references, (8) large display-type notebooks, and (9) the teacher as a resource person and student darkroom assistants.

Home Economics Plans

Plans are underway for individualizing a number of courses in the Department of Home Economics. Commercially produced indi-

vidualized units have been secured from commerical sources. Some units are being planned and produced locally. A learning center is beginning to take shape.

The Honors Program and Independent Study

The individualized learning courses described above are examples of the systems approach to teaching and learning. Independent study as an instructional approach is not as highly structured as the systems approach. Historically, independent study has been associated with Honors Programs in American colleges and universities. This is the situation at North Carolina Central University. However, independent study is coming to be accepted as an appropriate instructional approach for all students and in a wide range of courses. The various departments at North Carolina Central University are being encouraged to explore independent study as an effective instructional approach. Independent study is being conceived of as an instructional approach in which students formulate and research a broad problem that cuts across the lines of several disciplines. Students research and develop their problems, and as they do so they read, view films and slides, listen to recordings, consult human resources, including teachers in the disciplines involved, and they make use of community resources. They participate in seminars in which they present their problems and interact with other students and with teachers. Independent study permits the students to take over the responsibility for learning. It is an instructional approach that helps the students to learn how to learn.

Faculty Workshops

During the 1971-72 school year a series of faculty workshops was instituted for the purpose of helping faculty members to acquire knowledge about instructional design techniques and to develop competencies for individualizing instruction. Participation in the workshops is on a voluntary basis. Seventeen teachers have been involved in these workshops.

Part II. Funded Projects

There are several funded projects underway which are aimed at the improvement of instruction. The first of these funded projects is a grant from the Kenan Trust.

Kenan Trust

The Kenan Trust grant is for $375,000 over a five-year period. The purpose of this grant is to improve instruction in identifiable areas. Three transdisciplinary courses in general education are being developed and implemented under this grant. One of the courses being developed and implemented is Social Science 199. This course is developed around a broad problem approach in the study of urban poverty. It involves a team teaching concept and draws upon teachers from four academic disciplines. The objectives of the course are:

1. to expose the students to the different methods used in dealing with urban poverty;
2. to provide students with a combination of classroom experiences and experiences in the community;
3. to provide mini-internship experiences in actual job situations in the community.

A second transdisciplinary course being developed under the Kenan Trust grant is a two-semester course in science. Science 121 deals with the physical sciences. Science 122 deals with life sciences. The major thrust of the course is learning by doing. The course is concerned with the methods and thought processes of science and the language to which they lead. Extensive use of multi-media constitutes an essential feature of the course. Student evaluation is based on laboratory performance, assignments, and term papers.

A third transdisciplinary course to be developed under the Kenan Trust grant is a course in the humanities.

The Chancellor's Commission for Undergraduate Curriculum Refrom

A second funded program is the Institute for Undergraduate Curriculum Reform. The Center for Continuing Renewal of Higher Education which was initiated by the former Board of Higher Education, created the Institute for Undergraduate Curriculum Reform.

The initial institute was conducted for three weeks during the 1972 summer session at Western Carolina University and it was continued for an additional four weeks on the individual campuses of the fifteen public and private participating institutions of higher learning.

The chancellor or president of each of the participating institutions appointed a commission, consisting of fifteen members, including five students. Six members of the commission participated in the first three-week institute. They were joined by the other members of the commission during the four-week on-campus institute. The smaller group developed a working paper while at Western Carolina University. The whole commission developed more fully the proposals set forth in the working paper, and prepared a report to submit to the faculty at its school-opening annual institute.

Instructional Development Consortium

A third funded program is the Consortium consisting of Michigan State University, Federal City College, North Carolina Central University, and Virginia State College. The program of this Consortium is aimed at strengthening faculty at developing institutions in the design of instruction and the use of resources through instructional development procedures. The total program includes (a) a fellowship program at Michigan State University and (b) an in-service training program on each campus of the participating institutions. Five faculty members from each institution are involved in the in-service program on the campus and will spend four weeks at Michigan State University during the summer of 1973. They will receive stipends during the four weeks at Michigan State University. The purpose of the in-service program is to assist participants to effect improvement in their instruction through advanced knowledge of instructional development principles and increased awareness of available instructional resources. The fellowship program provides for a year's study at the doctoral or post-doctoral level at Michigan State University for one faculty member from each of the participating institutions. Dr. Marvin E. Duncan directs this program.

Library Humanities Project

A fourth funded project is the James E. Shepard Memorial Library Humanities Project. The head librarian, Miss Pennie E. Perry, wrote and

had funded a project the purpose of which is to help the undergraduate student to realize optimum benefit from the resources of the library and to motivate him to consider these resources essential in the pursuit of his educational goals.

The total budget for the project is $100,000 for five years on a matching basis. North Carolina Central University provides $10,000 per year and the Council on Library Resources and the National Endowment for the Humanities provides $10,000 per year. The academic departments participating in the project include Art, Dramatic Art, English, Foreign Languages, Music, and Philosophy.

Discussion

Question: Yesterday, Dr. Ryder talked about knocking down the walls within walls. I think that was her statement. I would like to know what procedures did you use to get your faculty involved in the transdisciplinary courses.

Mr. Parker: First of all, we handed out a carrot to them. The chancellor and the dean had succeeded in getting a proposal funded by the Kenan Trust so that money was available for release time and for developing materials.

I do know that there are some problems with respect to the social science course, there is considerable competition between the instructors. There is considerable discussion now about the best approach for these transdisciplinary courses. We have come to the point that we believe it is perhaps better to get one person to be responsible for the course and to use other people as needed, rather than trying to develop the course using the four of five different departments. On the other hand, the people in science have worked quite well together, and the physical science course is already underway, and is moving forward very favorably.

Student reaction to the physical science course is very favorable. Student reaction to the social science is favorable, particularly with respect to the opportunities they have, to move out into the community. They are not aware, as far as I know, of the difficulties that are involved between the faculty members. We have written a proposal which we hope will be funded for developing the humanities course, in which case we are going to conduct a series of workshops for the humanities faculty.

Most faculty members are simply not aware of the new approaches to restructuring courses or organizing courses in terms of instructional development or instructional design. Campus workshops will allow them to work on developing courses, to come out of these workshops with complete plans and steps for getting the course underway and for evaluating the course.

Our plans are to have a three-week intensive workshop during the Summer during which time the participants will be paid $75 a week plus $15 a week per dependent, and during the school year, regular bi-weekly workshops. These types of workshops have been tried during the last two years.

The first thing I did as instructional development officer of the institution was to institute workshops on a purely voluntary basis although the number of faculty members was small. This is a blessing in disguise because you can't work with too many people at a time. The enthusiasm for the workshops and the extent to which faculty really worked on courses they wanted to improve have been rather encouraging to me.

Question: Have you made any gradation of either of those delivery systems that you have described?

Mr. Parker: Now, do you mean the individualized study?

Question: Yes. Have you made any evaluation?

Mr. Parker: On the tables out front are 25 or more copies of two articles dealing with the photography course which I developed. This is one of the first, if not the first, completely individualized course developed on campus.

Each year I attempt to evaluate the course and then to revise. I am in the process now, and I am doing what I think is the final big revision of the course. For the most part, the evaluation has been in terms of feedback from students.

Feedback in terms of the results of tests, feedback in terms of what students say when they come to me with various problems. In other words, I try to find out what the problem is and usually it is a problem of communications in the materials.

Question: In terms of the objectives, interim objectives, who established those?

Mr. Parker: In the photography course, I do. Students really don't know photography when they come in and they are not in a position where they can write objectives. Now, in an independent study

situation, I think teachers can work with the students and help them develop objectives. But in a course like photography I feel that objectives need to be written in advance as a part of the total package.

The biggest problem in terms of evaluation is the teacher. Let me illustrate what I mean. I have been playing around with photography for at least 40 years. I have been teaching it for about 25 years. In teaching it, I have, as any human being does, a lot of preconceived notions of what is good and what is bad and where I have succeeded and so forth.

During the 1967-68 school year and '68-'69 school year, I was directing an experienced teacher fellowship program in which case I had 16 full-time graduate students on the campus and since I wasn't about to give up my photography course to anybody else, it was necessary for me to teach photography by television. I had approximately 100 students taking the course. I developed what I thought were very good visuals for the television course. In developing the individualized study course, I thought that since students in the past had thought the visuals were good and they seemed to learn from them that it would be a simple matter to put these visuals on slides. When the students started using the audio-visual tutorial materials, I found that there was a certain point on the test on the exposure meter that a large number of students were falling down and that told me that there was something wrong with the materials, and I just couldn't figure out what it was. Then, one day a mathematics major came in and said to me, Mr. Parker, did you know that on that audio visual tutorial material on the exposure meter you are talking about a certain sequence of numbers and yet when we look at the meter that we are working with, we see another set of numbers. It has simply not occurred to me that the company had revised its numbering system on the new meter I had bought since developing the audio-tutorial materials. So, I had to immediately pull out those tapes and revise them.

You have got to be willing to listen to students because they are the people who can give you the most help. They are the people who are using the materials. They know what is giving them problems.

Another problem, of course, is a management problem with the individualization of instruction. It is very easy for students to assume, well, he can put this off. He can put this off until the last two weeks of the term and so forth. It is possible for some students, for example certain senior majors, to work conscientiously until a certain point in

the semester then I don't see them any more. Then finally, they came back and started working again and when I inquired as to what happened to them, they said they had senior recitials, so they used time to do their senior recitals. The nature of this course permitted them to let it ride. However, you have a large number of students who will not work that way, that is, they will continue to put off doing their work. One major concern that you have is keeping the students profitably engaged in the learning activities, this has been the biggest problem I have had. I have worked out with the dean the arrangement that if by a certain time in the semester a student has not completed a certain number of learning patterns then he will have to drop the course, but as far as demanding the student to complete the course within the semester, we don't. We have students who continue on pass the semester, they get a free hour or so and they come back and complete the course. Otherwise, to say that they progress at their own rates is absolutely meaningless.

Question: In any systems approach, of course, I know the feedback thing is one of the most important things that we have and we need it. What I would like to know in your feedback that you obtained whether or not you used the feedback to amplify your output or to stabilize your output.

Mr. Parker: I use the feedback in two ways: Number one, I use it to revise the materials, in other words, when the feedback is negative as in the case of the exposure meter situation then I immediately try to revise the materials or in some cases at the end of the year; the other way of using feedback – positive feedback, this is more or less for student reinforcement. That is, if students do well, this sort of reinforces them. What I do is to examine my objectives very carefully. I look to see if the materials that had been developed are consistent with those objectives.

When students come to me to take a test, I study the tests, the results of the test, that is one form of feedback. Students come to me for indiviual conference, they have problems and so forth, this is another type of feedback. I listen. Of course, I have to discern whether it is really a genuine problem but I listen, ask questions and make notes, and I use those notes. I keep all of my notes. I use these notes if necessary to revise the materials or to prepare supplementary materials.

Question: In your individualized instructional program, do you do anything prior to introduction of the material in terms of diagnostic

procedures? Do you make any prior diagnoses of the student, not just materials, but in terms of the student's learning experiences and skills?

Mr. Parker: The scheme that I am recommending to the faculty is that we examine the student in terms of his input, that is, what kinds of skills and background does he bring to the learning situation, what kind of learning is required for each type of learning situation?

In other words, I am doing for the faculty what I do in my course in selection and evaluation. Once we have written our objectives we try to make an analysis of the kind of learning involved, what kind of learning does a particular objective demand.

Another type of analysis, once we know the kind of performance demanded by the objective, is to ask yourself what kind of stimulus material or media has the capability for helping the student to achieve that objective.

For a particular student you say it is individualized because some people are more visual oriented, some people are more audio oriented. In my situation this is provided for by the fact that I don't have just one mode of learning. The student can choose. Some students can do quite well by just reading. So, there is plenty of reading material for them. Some students need the audio-visual tutorial approach where you are showing, you have him do it or to examine it while you are showing him on the screen. So, the variety and the types of learning modes are provided for the various types of students because you don't know each individual in advance as well as you would like to. You can give pencil-paper tests but in many cases, particularly in photography, pencil-paper tests don't give you all of the information you need. You do try to look at the kind of input students bring to the program.

CURRICULAR CHANGE AND EDUCATIONAL TECHNOLOGY

Helen Mathews

Technology and the Goals of Education

One of the goals of education is to promote development of minds which can be critical, can verify and deduce, and not accept everything offered. Educational technology is a descriptor of the techniques employed to achieve that goal.

Technology does not imply exclusive use of machines. Instead it refers to any systematic effort to acquire information, to disseminate information, and to the practical application of scientific knowledge. Instructional technology is vital to the solution of a central problem in education. Learning has long been considered the major educational problem but this is not true since learning is a given in the human struggle for survival. The central problem in education, then, is management of learning for effectiveness and efficiency. Since one phase of educational technology is a battery of "methods designed to incorporate the results of learning into ways of thinking, acting, speaking, and feeling" (Saettler, 1968), it can at once facilitate achievement of the educational goal cited above, and in the interim provide a solution to the learning management problem.

From Whence Technology Cometh

Educational technology is as old as recorded history of man's effort to acquire knowledge. Saettler's historical survey of Educational technology credits the Sophists with the vision to see the importance of formulating behavioral objectives in order to deal with individual differences. Johann Comenius, a 17th century educator, employed individualized instruction. He felt instructional materials were useful if they reduced the teacher's need to teach, and helped the learner learn more. His Orbus Pictus was a visual aids textbook aimed at making learning enjoyable and realistic. The technology of "first-hand experience" as a method of learning was demonstrated by Rousseau. The great educational psychologists and philosophers of the early 20th century from James, Dewey, and Thorndike through B.F. Skinner and

Montessori championed the use of educational technology in teaching and learning. The application of technology today is not in the vanguard of educational development and change. Instead, it is actually using newer materials to bring relevant shape and substance to established patterns. Media are the tools of learning and are the core of the instructional input. The output, the observable and measurable result of instruction, is the student and the degree of changed behavior he displays.

This brings us full circle back to teaching and teaching competence. The most potent internal influence in educational change is the teacher. The skillful teacher is prepared for the task with a set of objectives designed for learners which provide alternative learning experiences; is prepared to instruct and guide learning activities by employing various teaching strategies; and is hopeful that each learner will achieve success regardless of his learning style and pace. Afterall, the learner's terminal behavior is an indicator of the instructor's success or failure. If the student has not learned, the teacher has not taught him. Despite the words of instruction spoken to the learner (a message sent), assignments given, term papers graded, and tests administered, the intent to teach was not fulfilled if the student performs poorly (message not received).

Technology Helps to Build Productivity

The curriculum is the parameter of learning objectives. Within its framework, students must be prepared for productivity in a technological society whose sole constant is continuous change. A static curriculum then, is a travesty. A teacher who is not a learner, who is opposed to change, and who contributes to the major dilemma in curriculum development called LAG can do more harm than good in the classroom. Give pause and reflect on the age-old practice of telling the student that his graduation is a commencement. He is to begin in the world where learning is a "doing" experience. How far ahead of the game-plan he would be if his college experience had been a proper training ground! It is likely that such a graduate would take the initiative to structure a continuing education program for himself drawing upon his preparedness for self-directed learning as a result of his college experience.

Technology in the Throes of Educational Change

The world of education has long since been caught up in the maelstrom of societal and technological change. The National Defense Education Act was an outgrowth of the educational reform movement spawned in the late 1950's. One of the unique elements in the movement was the combined effort of university professors who were renowned specialists in their fields, their practicing counterparts who were successful in the work world, and elementary/secondary school personnel who had to hone the product (the student) for the level of higher education. The curricular changes which grew out of this cooperative effort were sweeping. The depth of change altered the structure of subjects, the sequence of courses within the subjects, and the content within the courses. Another dimension in that change was the preparation of learning materials which provided alternative learning activities and differentiated levels of content difficulty. It was an honest attempt to do something about the cliche of individual differences through textbooks and other learning resources. Jerome Bruner's little paperback, THE PROCESS OF EDUCATION, provided a highly readable thumbnail sketch of the new curricula, and new ways to challenge learners.

The Elementary and Secondary Education Act (1965) was a transfusion for that initial NDEA thrust. It demonstrated that federal money is probably the most potent external influence in educational change. ESEA funds provided for the purchase of materials and equipment which the community could not afford.

With the new acquisitions, it seemed mandatory for educational change to alter what teachers did when teaching, what students did when learning, and what both did when interacting. Ingredients in the new curricula were designed to encourage critical thinking, inquiry, and self-directiveness. Rewards had to come in different wrappings and for reasons other than conformity. Educational reform continued under the aegis of the Higher Education Act which facilitated in-service education and earning additional degrees. This was concerted effort to update and strengthen professional skills thereby empowering educators to deal with the challenge of educational reform.

Library Development During Educational Change

Between 1952 - 1972 there has been unprecedented activity and improvement in public school libraries. The changes in school library manpower, media, and plants are positive commentary on that reform. Some of the children in public school during that period were subsequently the charges of colleges and universities. Higher education had a mandate to continue, yes even improve the learning opportunities for these students so as to affirm their abilities to apply themselves as autonomous problem solvers and continuous independent learners.

The College and University Library

Now let us look at the key reference source for that new generation of learners – the college and university library. Had it changed its face, and its presence behind the facade? It must be stressed that the library collection reflects the teaching-learning environment. In other words, the scope and sequence of the curriculum can be identified by the library's holdings. These components, the curriculum and the library collection, are natural bedfellows. Together they are potentially alive and vital, or both are in danger of obsolescence and decay. The outcome rests in the hands of the teacher. The rapid pace of technological development and discovery of knowledge requires in education the application of new teaching skills, utilization of new resources, and preparation of new learning activities.

The Learning Experience and Educational Technology

At this juncture, educational technology is defined as a systematic process of defining relevant instructional goals, organizing information, and using media to create effective learning activities. First, the instructional goals are defined in terms of what the learner will do and under what conditions, and include clearly stated criteria for success. The learner's viewpoint is the valid reference point for instructional goals for it is his behavior which must be effected by the experience. This technique lends rationale, organization, and specification to instruction. It affords meaning, challenge, and responsibility to learning. It is an honest approach to instruction, for the end is stated, the channel to that end is spelled out, and at the outset the learner is aware

of the teacher's expectations. Now the learner can be given his head to pace himself, chart his study schedule, and utilize the stipulated media to fulfill the goals. He will know when each activity has been completed, and how his terminal performance will be judged. This system is typical of the kind of approach taken in the real world of work. It provides viable experience which can be transferred.

Secondly, a description of the conditions under which the learning activity is to take place programs the learning behavior. If the resources to be used, the interaction required to internalize information, and the output necessary to demonstrate the result of the experience are stated precisely, the learner has the understanding to function independently.

Finally, a succinct awareness of the criteria for success is likely to stimulate and direct the learning effort. Moreover, what a relief to have the mystery and terror removed from testing. Too often it is forgotten that a test is supposed to measure the effect of the experience on the learner. Test results will show the degree of behavioral change, which is the valid indicator of learning. When the learner fails the test, the instruction was ineffective. The learning activity needs alteration to accommodate that learner. To proceed to another instructional goal is unfair to the learner and of questionable integrity in the light of the mandate to teach him. If the subject is sequentially structured so that the courses within it are interdependent, subsequent learning experiences are affected by that failure and the learner becomes a sure loser. Current instructional management doubtless is guilty of this practice.

Curriculum Development, Its Contemporary Approach

That this is the moment of truth for curricular change is not debatable. It is a requisite for delivering that which is due the student body – the power of knowledge and the ability to apply it. Curriculum change is no longer synonymous with teacher discretion. Nor is departmental course-shuffling a wide enough perspective to meet the contemporary challenge of society. The responsibility for relevant change demands interdisciplinary responsibility with parallel development of instructional technology which encompasses teaching techniques, selection of media, learning methods, learning environment, and evaluation. The former linear-curriculum must become a systems network. Heads must be in the wind to determine the curriculum. Such inclusions as a favorite course, a force-of-habit course, or bandwagon

gimmicks are liabilities in curriculum determination. The decision makers must be attuned to the direction of technological change, to the projected needs of the job market, and to the scope of campus readiness to deal with the task. Once the curriculum has been determined, alternatives among teaching strategies and learning objectives must be prepared.

The library or learning center is a bulwark in the entire process. The tools for teaching and learning, the atmosphere for studying, and necessary accessories must be housed there with ready accessibility to the user. Since the librarian has a special knowledge of resources and dealers who supply them, this is a key member of the curriculum planning team. However, lest the term "curriculum planning" be confused with solely arranging familiar subjects in order of difficulty, it must be underscored that the growth of knowledge is skipping along at breathless pace and the curriculum content must be triggered with a self-renewing device to remain alive. Educational technology places a handle on the knowledge explosion through a variety of information carriers. Media formats can be acquired for expeditious use by viewing, listening, handling, altering, and creating. No longer must the teacher be sole presentor of facts. Lecture can be reduced. Learning styles can be pampered, thereby facilitating learning success. The teacher can be freed from the bondage of the lectern to guide the learner, alter learning activity to deal with specific problems, and evaluate in unique ways.

While no packaged program can be computed, dialed, mediated, and installed in each institution to avoid the pain and frustration of trial, error, revision, and retrial, there are successful on-going systems in higher education from which ideas and guidelines can be drawn.

Basic to these systems is the application of print and non-print media in the instructional sequence. Another unique element is self-pacing by the student to accommodate his individual constraints and strengths. Moreover, the classroom relinquishes its designation as the primary teaching/learning space to a laboratory, or learning center, or library.

The Biology Department at Purdue University has made available a series of audio-tutorial self-instructional packages complete with live specimens, charts, diagrams, tapes, laboratory manual, and worksheets. It is the students responsibility to capitalize on the accessibility, privacy, and efficiency of the programs.

The National Audio-Visual Center of Medicine at Emory University has developed single-concept, self-directed learning programs to develop competencies in specialized areas. The carefully field-tested packages include realia, slide-tape instructions, workbooks, necessary medical tools, and self-administered tests.

To use a specific medium as additional illustration of educational technology application in teaching and learning, films—both 16mm and continuous loop – are used in communication courses, in Technical demonstrations for vocational, agricultural, and industrial education, in foreign language and English-as-second language instruction, and in laboratory situations.

Every course can be mediated. There are some rules-of-thumb which must be observed to achieve an efficient and effective package. These requisites are applied during curriculum development and should employ the expertise of subject specialists, librarian, media specialist, academic dean, and students. Patience, fortitude, and determination are indispensable ingredients in a sincere effort to mediate instruction.

The College Learning Center Emerges

Educational change is the impetus behind college and university library development. When the curriculum is altered, so too is the demand for materials. Because of today's concept of learning, student requests for media are heavier and broader than ever before. Included are requests for media other than print, some of which require special conditions for use. It behooves curriculum planners to think of the composite process of education. The classroom is only one small area where the learner is stimulated. The teacher is just one of the prime movers in the system. Media is another. And at various times and in certain formats it can subsume the roles of these two (teacher and classroom) releasing them for other functions which would not be permitted under conventional circumstances.

It is not herewith implied that development of a learning center, media utilization, and independent learning activities are panaceas, painlessly acquired, and requiring low maintenance. These variables demand systematic organization and implementation. Curricular change is a learning stage for the curriculum developer, librarian, teacher, and student. Time, energy, expense, initiative, and information are just a portion of the variables needed and contributed by many minds bent

on the same goals. The preliminary step is planning. Planning means defining the mission, specifying tasks and target dates for their completion, and conscientiously sharing the workload.

Essential to the systematic development of educational change is in-service education. It is not enough to apply new jargon to old practices, and to verbalize new concepts while operating in a time-worn mode. The teacher is the nub of the change, the curriculum content is the fulcrum, educational technology forms the rays, and terminal behavior of the learner is the outer rim of the wheel-of-change moving ahead into an erratic future.

The Questions Preceding Affirmative Action

How begin this proposition to effect curricular change? How bring the appropriate multitude of forces to bear on the mission? How overcome resistance to change and gain faculty commitment to the goals? How set into concurrent motion the comprehensive mechanics of in-service education, curricular reform, and development of a learning center?

Each institution must deal with these questions individually. The point of departure for each one depends upon existing conditions. Begin by taking an introspective look at your attitude, your preparedness, and your definition of the kind of person you want to help produce for society. Have you the stamina to face the task of curricular change, in depth and with wisdom, through affirmative action?

> One cannot learn without acting;
> nor can he act without perceiving.
>
> Kenneth Norberg

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Activities of the Workshop on Defining Educational Technology

The session on curricular change and educational technology was attended by upwards of one hundred educators who were challenged to become involved in learning-by-doing or praticing instead of preaching.

The procedures simulated a learning center setting where participants were oriented to the tasks, stimulated to action by generalized information input, programmed for activity by grouping to use media, and given specific directions to encourage economical use of time and motion.

The time schedule was arranged so that the fifteen-minute introduction made the participants aware of expectations. Color-coded direction sheets stated learning objectives as tasks, while assigning each participant to a group designated by the color of his sheet. The conditions for learning were spelled out so that each group used specific resources to find answers to a uniform set of questions within a stipulated period of time. Each group was advised to select a recorder to write the answers on a sheet of acetate to be shown on an overhead projector during the follow-up discussion period.

A sixteen-minute mediated presentation on slides and tape defined educational technology. The purposes of this second activity were to familiarize the participants with basic vocabulary of the field, and to provide a general concept of the topic thus facilitating compenhension of the media used, and determination of responses to the questions.

The participants were given five minutes to form their groups and get underway using either 16mm film, cassette tapes, or reprinted articles. The actual work-period was thirty minutes.

During the summary session, participants were led to critique their behaviors as they reacted to the learning situation. It was sobering to realize how closely these behaviors resembled those of the students in our classrooms. Group answers to the questions were viewed on the overhead projector and discussed. This activity illuminated the value of using media in several formats to fulfill stated objectives. It demonstrated the ease with which learning styles can be accommodated thereby honoring the uniqueness of each student and making it possible for him to achieve success.

Summarily, then, it was a session of involvement which provoked thought, and stimulated formation of opinion about the role of

educational technology in curriculum development and change. It was an empathy-building experience which will strengthen the participants' abilities to facilitate learning.

PART II

REPORT ON FOURTH WORKSHOP
APRIL 4-6, 1973

Part II of the monograph reports on the fourth and final workshop for the 1971-'72 consortium of colleges. Part II is organized in two sections:

Section A – This section includes the formal presentations in the plenary sessions and attempts to capture from the recorded discussions those portions we thought of interest to the participants and persons in higher education in general.

Section B – This section reports on the postulates which were reported out of the small group discussions. The participants in the group sessions considered among themselves: (a) Participants' observations and questions stemming from the plenary sessions; (b) participants' evaluation of how successful they had been in bringing about curriculum change on their respective campuses? (c) participants' postulations about curriculum development at black colleges. However, Section B includes only the non-repeating postulates reported out of the group discussions.

PART II

SECTION A

PLENARY SESSIONS ON CURRICULUM CHANGE AND IMPROVEMENT

DEVELOPMENT OF URBAN-RELATED PROGRAMS IN BLACK COLLEGES

Nebraska Mays

Introduction

In the midst of the agony, conflict and pervasively eroding poverty in almost any large southern city lies a black educational institution. No need to dwell on how, in the shadows and on the doorstep of even the black institution's relative plenty, this all came about. The blame is at once there and everywhere. Continuous deliberation on the widespread problems of the cities, which point to the shortcomings and failures of the institutions of society as contributors to the severe and deepening gulfs of inner city, appear helpful only as such accusations finally move inactive institutions to action. In the case of the primarily black university, regardless of an earlier commitment to traditional education, it remains as one of the single most organized and effective instruments of society, which by sharing and extending the use of its resources as many institutions are now doing, can address itself to solving some of the problems of urban blight.

Unlike past generations, when the greatest onus of being black was suffered by the rural southern sharecropper masses of black people, today's masses crowd the urban ghettos and suffer there the modern era's economic exploitation. This is becoming increasingly true South as it is North. The question then that arises for primarily black institutions in the south becomes one of whether or not they will move through the latter part of the 70's preparing their graduates for what beholds them in the future.

The Historical Context

Looking at the participation of colleges in urban related activities from a historical context can prove quite interesting especially if one is viewing the beginning of activities by the primarily white institution. Here one notes that white institutions moved into urban related activities first in the area of city planning-and this was borne out of interest (as well as necessity) but mainly an interest in seeing cities become beautiful. However, the rapid urbanization and its accom-

panying congestion and demands on public and private services, were not anticipated. Attention had to then be focused on transportation, housing, sanitation and a wide range of physical, social and economic activities which operated in the public interest. It soon became increasingly apparent to those concerned with orderly urban development that urban planners and urbanologists were needed; and as it would naturally appear the first course in urban planning was offered by Harvard University in 1909.* Soon, thereafter, programs proliferated to approximately 142 in 1965. At this writing (at least known by this writer) there are only three black institutions which offer a degreee in Urban Planning. But the planning of planners was not enough, even as viewed by the primarily white institution.

The rapid and continued growth in urbanization soon led to deterioration of cities and a concurrent concentration of minority and poor people in these areas. The riots of the 60's illuminated in shockingly vivid fashion the lack of foresight on the part of the power structure in the training of planners, for not only did urban blight show a greater need for social and economic planners but also shown was a need for social and economic programs and a trained cadre of persons in the cities to plan, direct and implement the needed social and economic programs.

Following the explosion in the cities during the sixties and the demand that societal institutions, universities included, become relevant to the community or if not, to become in fact "communiversities," white institutions in large cities started urban studies centers and institutes, purportedly for the purpose of treating the ills of the cities but which more often than not resulted in training and research centers dealing in the main with the macroscopic aspects of urban development. In rare instances black students gained entry into these programs.

While these programs were important and to some degree functional, they did not deal with the planning, development and implementation of the social, political and economic problems facing the average city dweller, which dwellers in the most part turned out to be black people. And what is most important there seemed little commitment and sensitivity toward such ends. And herein lies the void-one which still exists-and one which if it is to be filled, must have

*Harvey S. Perloff. "Education of City Planners: Past, Present, and Future," Journal of American Institute of Planners, XXII (Fall, 1956) pp. 186-217.

the participation of black institutions-admittedly for them, a most difficult and formidable task.

Areas of Curriculum Change and Adaptation

If an institution is to address itself to developing viably effective urban related programs it should do so following an exploration of its strengths and weaknesses in terms of its ability to relate to and develop positive programs and also in terms of realistic societal needs which they can help solve.

During the latter half of the 1960's, we witnessed the call of students and some faculty to "become involved in the community." Many students were caught up in the romanticism of community involvement, thinking, many of them, that their university was irrelevant because it did not have a wide assortment of community related projects. Most of these individuals, however, students and faculty, after much deliberation perceived the problem as very difficult to implement and one which would require, among other things, a reshuffling of priorities and perhaps more difficult, a reordering of thought processes relative to aims of an institution of higher learning.

Institutions which commit themselves to becoming involved in positive urban related activities, in doing so, can strengthen their basic reason for being-can create new roles for themselves. There is no need to recount here the plethora of problems confronting those of urban and inner city existence. Our daily newspapers inundate us with them all, from those of ecology and economics to those of education, from those of health and general better life conditions for people, to those of crime and destruction.

The predominantely black institution, which is still the primary server of this country's largest minority must realize that if it is to serve its minority community well it can do so only to the extent that it produces committed and sensitive graduates capable of helping to solve the devastating problems of society.

The perspective from which an institution approaches the development of urban programs in this writer's view should be mainly functional. Basic among the reasons for this approach is the realization that in the past, concepts would be devised, plans designed, programs implemented and actions taken. In the latter context, planning was often done which not only did not benefit minorities but in many ways

operated to their detriment. The national interstate system is only one needed example. As institutions purportedly dedicated to creating an academic program which will provide motivation and preparation for mainly minority students, it would seemingly follow that they would address themselves largely toward the real problems confronting their lives.

Of central importance to the functional approach in developing urban related programs by a college is that such be accomplished through a systematic study of the various curricula presently being offered rather than appending programs because of their popularity and ease of funding. Doing this would be tantamount to a continuation of the past.

Curriculum development to meet urban needs can take place almost throughout the different courses of study at an institution, the humanities, the natural and the social sciences, but particularly in the social sciences. Now the obvious reason for the latter is in the nature of the problems themselves, which in the main are economic, political, educational and social. The various departments in the social sciences can with the helpful cooperation of outside consultants and community residents develop new courses and even new methodology for old courses which can be focused on urban problems and practical training. Course redesigning in curriculum development should be directed at achieving dual goals; first, of relating minority situations in the academic sense to meet humanistic needs, that is, to train a new type of accomplished businessman but one humanistically oriented and second, of providing a mechanism for the making of an accomplished minority practioneer, that is, although he is humanistically oriented and sensitive to human needs, he realizes the necessity for capital. The wide range of urban problems which can be solved in part by dedicated practioneers is near endless. Problems of black dislocation created by urban renewal and those thrust upon us by the vast interstate highway system as it slashed through inner city have not yet been adequately studied. In the instance of the latter two programs it is not even now really known but left only to conjecture, what political, social, health and economic problems black people have been confronted with. We do not know what sufferings have been caused by dislocation. What is needed is research and study of what has really happened and subsequent recommendations of high intellectual yet great practical utility by black faculty and students to assess the situation; this all being followed hopefully by advocacy of cause.

Naturally a deliberate plunge into all arenas of urban concern cannot be undertaken by all black institutions. For to be sure all of the necessary fields of study and training are not available at all our institutions. We do not all for example, have schools of engineering; we do not all have, nor may it be necessary for us to have, schools of urban planning. The fact, however, is that as institutions, we all do possess basic general and liberally oriented programs. What remains is for us to examine our various curricula offerings, observe the interdisciplinary thrust which needs to occur to address the multi-faceted urban problems, make the needed revisions and move to act cooperatively with other institutions in a frontal attack on the problems.

Types of Program Approaches at Black Colleges

Programmatic approaches in developing urban related activities at black colleges has occurred mostly in two ways. First, there have been attempts to develop programs around a core unit on campus, as for example, one or two schools have set up Urban Affairs Institutes or Schools of Urban Studies and second, one of urbanizing all major offerings and curricula programs on campus. There is evidence of both the former and the latter, the former, being most pronounced at Morgan State College where there is a Center for Urban Affairs, with the latter approach being most closely akin to developments at Texas Southern University where attempts are underway toward development of an urban university. Either approach can be utilized, the necessary ingredients being whether or not the programs are intellectually sound, practical and functional and that they meet human needs.

At this writing and according to the knowledge of the writer, there are approximately eight primarily black institutions which have given impetus to the urban thrust as evidence by word and deed. The most active, seemingly are state supported institutions and this for the obvious reason of source of finance. This does not necessarily exclude private institutions, for even with the now seeming shift of funding from the federal level to the local level, private institutions can penetrate these possible funding areas.

There possibly is no single best programmatic way of becoming urban oriented through curriculum development and revision which should be followed by any single institution. Obviously though it would not be practical for all black institutions to plan for and implement

programs to prepare urban planners. Such would be akin to all institutions developing programs to prepare engineers. The supply would soon exceed the demand. More black schools than are now involved, however, need to develop programs to prepare urban planners, alone as institutional undertakings (resources permitting) or in concert with one or more institutions. Some of the large black institutions situated in the cities of greatest inner core black congestion may choose the route of revising the various curricula to meet head-on the problems and contradictions in educating black youngsters in public schools, in health and sanitation needs, in the problems of aging, in business and economic needs and others, leaving the task of developing curricula to train urban and social planners to other institutions. No matter what the approach, the problems are here and our institutions must readjust philosophies, aims and objectives to encompass and meet the problems needing solution.

Now while it is known, it still must be said that institutions of higher learning cannot at once do all things for all people. The black institution, especially, is severely limited in resources. The schools can, however, by careful examination and revision of what it has and what it offers, commit those available and applicable resources to some of the urban problems. And where knowledge of workable programs is not at hand by the institution, it can seek out from other active institutions effective programs which can, if necessary, be emulated and put into action. And in the case of the municipality fortunate enough to have several educational institutions, the schools can come together and contribute to those problem areas where applicable resources are available.

And so as educational institutions, long a neighbor of the urban dweller, through curricula revitalizing, move to offer assistance, what used to be a somewhat strained relationship may result in a different and new kind of fellowship.

URBAN AFFAIRS INSTITUTE AT FISK UNIVERSITY

Eddie J. Martin

Every dynamic university has a dual responsibility to preserve much of the accrued wisdom of the past and to serve as the major source of the ideas, abilities and values that mold the future. One cannot challenge the fact that most universities have struggled and still are prodigiously struggling to monopolize the former, however, at the sacrifice of the latter. Implicit in the operationalization of the latter are innovations, educational and philosophical direction and thrust, unprecedented boldness, pragmatism and courage. Recognition of these factors have led many universities to accept them as a challenge and to move aggressively to establish contemporary, urban oriented programs with imagination, depth, and vision. On the other hand, many universities have rejected the challenge as an exercise in futility or as an impossiblity. It is not my intent to debate the merits of whether or not universities, particularly black universities, should be involved in Urban Affairs programs, rather it is my intent to discuss the Urban Affairs Institute at Fisk University as a embryonic, struggling entity.

Fisk University has begun through its Urban Affairs Institute to amalgamate the values and ideas of the past and the future, by making strides toward a model for an "Urban University". In this context, urban refers to the university's ability to relate traditional functions of education and unfettered inquiry to the complex needs of people and organizations in its immediate environment, the broader metropolis and, indeed, "Urban America". To be truly successful, such a model must encompass both pragmatism and the truly humanist spirit without which no university can be great. This is especially germane for not only Fisk, which is geographically located in the heart of the urban scene or in the heart of the ghetto to be more precise, but it also clearly makes the case for all black universities – be they in the rural corners of Mississippi or in the center of the Atlanta Metropolis playing a vital role in urban affairs. Essentially what is being stated is that any decision to establish urban-oriented programs cannot be made on geography alone or on any other single factor, rather it should be made on a recognition and understanding of the urban crisis, which has reached critical proportion, and the relationship between functional education

to the solution to these crises. Fisk has made this initial step through establishment of, first an Office of Urban Affairs, and now the Urban Affairs Institute.

Although, with any program in Urban Affairs, which is predicated upon internal and external change, it is difficult to have a fixed set of goals and objectives and a fixed program philosophy as well. Nevertheless, we have devised a very broad philosophy and a set of broad goals and objectives. Our philosophy and goals were formulated within the context of overall university philosophy, student concerns and needs, community concerns and needs, resources, and concerns and needs of key public and private agencies concerned with urban problems. Based on detailed discussions and very thorough study, we have adopted the following goals and objectives.

1. To organize, establish and develop programs to promote greater university participation in community affairs.
2. To expand the influence of the university in its surrounding communities and the problems and solutions attendant to these co..munity problems.
3. To coordinate university resources that should be directed at solving community problems.
4. To develop mechanisms for improving communication between the university and the larger community for better overall relations and services.
5. To stimulate university research and technical services that may be of immediate and long-range benefit to the larger community.
6. To provide para-professional training in vital areas for community residents and to provide opportunities for the Institute to train and provide practical experiences for our students and faculty as well.
7. To establish and implement a graduate professional program in Urban Planning to be operated as an autonomous program within the Institute.
8. To stimulate over curriculum development throughout the university in urban related courses.

In order to administratively fulfill these objectives, the Urban Affairs Institute in a broader sense is a component of the academic administrative division of the university and the director is admini-

stratively responsible to the dean of the university. More specifically, the Institute presently has four components:

1) Academic
2) Community Service and Special Projects
3) Practicum
4) Research

The academic program consists of the courses developed for the proposed degree program in Urban Planning and a set of core courses that graduates and undergraduates from other departments may take as well. The academic program is especially designed to meet the unique needs of minority students for acquiring academic and technical competence in order to function effectively in planning and related urban fields. In addition to the core courses in urban planning, students are also encouraged to select departmental courses in economics and business administration, sociology and anthroplogy, education, political science and the Humanities and Fine Arts. The faculty of the Institute has already largely succeeded in getting these departments to develop and offer at least one urban course as a part of their regular curriculum or to work with UAI in developing and teaching the course. For example, Urban Economics is offered in economics and business – Urban Education is offered through the department of education, Urban Politics and Planning is offered through Political Science, and two new courses in the Humanities – "Man in the Cities" and Urban Communication and Information Planning I and II in collaboration with the departments of English and Dramatics and Speech respectively.

Moreover, in this same regard, the Institute has held at least four (4) meetings over the past five months with the administration and key faculty members of the Vanderbilt University Graduate School of Management and agreed in principle upon a joint degree program in Planning and Management. Our students who participate in this program, if it is finalized, would receive a Master's in Planning and a Master's in Management at the end of three (3) years. This type of program would again be one of a few nationwide and the only one of its kind with two schools in the south, perhaps the only predominantly Black school. Needless to say, not only do the problems facing us call for trained technicians, but they also call for blacks who have the technical planning skills and the policy-making or administrative skills as well. This program is predicated upon the approval by the Board of

the Master's in Urban Planning program which has already passed the Graduate Council and the Joint Educational Policies Committees unanimously. It is imperative that black schools such as Fisk get involved in programs of this nature if urban areas, which are vastly populated by blacks, are going to be made livable.

We have also begun to finalize detailed plans with the Health Care Administration and Planning Program at Meharry regarding a joint teaching and student exchange.

Our academic program was devised with the following criteria or questions in mind:

1. to what extent does our curriculum reach a balance between the social and physical aspects of planning;
2. to what extent is our curriculum in tune with the realities of the present decade and ensuing decades as well;
3. to what extent does our curriculum allow our students to pursue their own intellectual and pragmatic interests in a meaningful way;
4. to what extent does our academic program plot new and innovative paths in planning;
5. to what extent does our curriculum foster and enhance the interdisciplinary approach to education, specifically to planning education;
6. to what extent does our academic program meet the short term and long term goals and needs of our students and the black community which is the major factor behind the decision to request a graduate degree in urban planning rather than an undergraduate or not one at all;
7. to what extent does our academic program attempt to synthesize theoretical knowledge with practical knowledge.

We were recently awarded a very detailed, complete volume of Urban Planning books for our university library from the American Society of Planning Officials. This award was made as both an encouragement and inducement for Fisk to do more in this area.

The Community Service Program is perhaps the most embryonic, inasmuch as we are still searching for answers to questions surrounding the most helpful and effective way to bridge the gap that exists and that has existed for a time between the university and the larger community. Nevertheless, the Institute has designated the design and implementation of a fluid, yet structured community services com-

ponent as a priority item during the next year of operation. Some of the major reasons that this component is less developed than the academic or practicum component have to do more with accurate assessment of community needs, additional resources, inter-relationship between all of the other activities and community service and determination of the strategic time that UAI can get involved in a given activity and be most effective. Implicit in these rationale is the desire to not only be thoroughly prepared, but also to avoid unnecessary duplication.

The community service component, in our judgment is vital to the survival and substance of our academic and research component as well as to our practicum program. We have also moved soberly and prudently in this regard, because we soon recognized that we need a stable core of professionals trained in the dynamics of urban problem-solving in order for any of our efforts to be truly successful. In our judgment, the most obvious and logical way to achieve this is to receive official sanction for our proposed graduate program in urban planning, inasmuch as the structure and logistical details have already been dealt with. If the approval of our degree program is forthcoming, we are prepared to move expeditiously to meet the many, vast challenges that will confront us in this component. We have already requested in our 1973 - 74 budget a staff position for someone to coordinate our activities in this vital area.

Although we have not solidified our structure and plans for this component, we have, however, begun to get involved on a small scale with projects that would fit into this general purview. We are presently involved in a community-zoning project, whereby the students and faculty of the Institute are doing a detailed study and analysis of the proposed zoning ordinance for Davidson County. We are presently in the final stages with this project. In a closely related activity, some of our students are presently involved in a detailed study of socio-economic conditions on Jefferson Street which is also nearly completed. This zoning project may well save many black and poor peoples homes from being demolished after a zoning change to commercial.

In the past, tutorial and summer recreation programs for inner-city youth have been developed and operated from the Institute. We are hopeful that both of the programs will not only be continued but greatly expanded.

The Urban Affairs Institute has been fortunate to be the recipient of two contracts from the "Economic Resources Corporation" in Los Angeles, California. The first contract, which was completed in November, 1972, was designed to retrain aerospace workers who had become displaced as a result of a slump in the aerospace industry for meaningful positions in the public sector, hopefully managerial positions. The second joint project with Economic Resources Corporation is presently taking place. This project involves three Fisk students who are presently in Los Angeles being trained through some of Economic Resources Corporation spin-offs for positions in personnel-management. This program is scheduled for completion in May, 1973. We must express our sincere gratitude to the university administration and ERC for their cooperation and encouragement in these two efforts.

In cooperation with Communiversity Development Corporation, the Institute is fortunate to be sub-contractor for a "minority Business Training Program", which is designed to provide counselling, training and technical assistance to minority businessmen.

We have already developed a comprehensive "Prison Rehabilitation" proposal that we are presently discussing with various elements within the university, with Meharry and other community groups as well. This program also has high priority and hopefully, will be in operation either before summer or immediately after school reconvenes in September, 1973. This program is intended to deal with the total individual in confinement through educational, recreational, health, and social services programs.

Perhaps the most exciting plan that we have within the community service sphere is the establishment of a "Community Linkage Series" to carry out planning, research and technical assistance activities. The specific objectives of this community linkage program are:

1. To stimulate an awareness, involvement, and interest among community groups and individuals in the affairs of their community.
2. To provide technical assistance to community groups in black and indigenous areas to enhance the overall social and economic conditions of residents in certain Nashville areas.
3. To provide para-professional training for community residents through seminars, conferences and/or periodic institutes.

4. To train and provide research, as well as, practical experiences for our students which may encourage many of them to pursue careers in community development, and to simultaneously integrate theoretical and practical concepts.
5. To promote a more effective communication network between Fisk — the Institute, community groups and decision-makers.
6. To ascertain ways that Fisk, through its expansion program, can best serve the community in solving pressing urban problems.

A proposal for funds amounting to $266,556.00 has been developed to seek the necessary resources to implement this idea.

Aspects of these programs require joint participation of community residents, students, faculty, administrative personnel, board members, and practicing professionals in order to address the complex problems attendant to social, economic and technological change.

The practicum component embraces a work-study program supported by the Department of Housing and Urban Development, whereby our students are compensated on an hourly basis for work or services rendered to public or private non-profit agencies, and simultaneously carry a full load of academic course work. We have students assigned to the following agencies:

Tennessee State Planning Office
State Planning Division
Tennessee Office of Economic Opportunity
Urban Observatory
Tennessee State Planning Office
Child Development Division
Urban Observatory
Mid-Cumberland Development Division
Metro Planning Commission
Matthew Walker Health Center
Communiversity Development Corporation
Opportunity Industrialization Center
Tennessee State Planning Office
Local Planning Division

Closely related to the work-study program is an annual summer internship program which will be jointly sponsored this summer by UAI and the cooperative education program. In the past years, this program has placed students in a variety of planning functions in eastern, midwestern, and southern cities. We are quite hopeful that, if the resources are available, we will be able to service more students, more agencies and other parts of the country.

We are also planning a year round field work program that all departments will be involved in, both students and faculty. A proposal for $50,000 is presently being negotiated with a particular funding source to acquire the resources to implement this project.

The faculty and students at UAI are presently discussing and will have ready for action and use by the Institute a set of definitive research guidelines that will coincide with all of the other facets of the Institute's functioning. Research is given priority consideration, not only because of its functional and intellectual utility, but also because of its possibilities in terms of long-range funding for the Institute.

Another major accomplishment during the past year has been the encouragement and active participation of our students in almost every level of decision-making and in all programmatic endeavors as well. While progress in this connection has not been as great and as aggressive as some of us would desire, we must continue to place emphasis on this, inasmuch as the Institute's vitality and survival as an effective organization depends upon a stable core of dedicated students.

The director and three (3) students from the Institute were invited to appear on a thirty (30) minute television program to discuss UAI – where we are and where we hope to go. This program will be televised twice, on April 10, 1973 at 7:00 P.M. and on April 14, 1973 at 3:00 P.M., WDCN - Channel 2.

Although, we can boast of a few successes over the past year, it is absolutely essential that we are not blinded by these small achievements. Rather, we must continue with unprecedented vision and depth of commitment that will guide us during the time ahead to greater successes. We must begin to prepare ourselves for some times ahead that will be fraught with unparalled perils, frustrations and cynicism. However, we must never relent on our basic responsibility to ourselves, our students and our community. In order to deliver, we should consistently formulate new goals and objectives as the staff at the UAI

is presently doing. Within this spirit of dedication, we have formulated the following goals for the year ahead:

1. To acquire funds and initiate our Community Linkage program as outlined above. This is absolutely essential if we are going to participate meaningfully in ameliorating urban problems, and if we are going to reap the benefit of future federal financial assistance as well;
2. To become more of an outreach and advocate agency for poor and oppressed individuals;
3. To function more as a catalyst for social change in Nashville and other parts of the state as well;
4. To stimulate meaningful, observable constructive changes in policies, programs and processes of public and private planning agencies as a result of UAI involvement with them;
5. To begin para-professional training in a number of vital areas;
6. To permeate every single department at Fisk with the urban thrust. This obviously implies large-scale curriculum development and more consistent departmental assessments and greater cooperation as well. Our goal is to encourage, through our leadership, each department to develop and offer at least one (1) urban-oriented course for academic year 1974 - 75;
7. To stimulate and encourage more urban related research not only by UAI, but also throughout the university;
8. To develop a new pool of available resources for our students to improve and better meet the goals of our practicum program;
9. To continue to improve and expand the already existing components of the Institute;
10. To develop new and effective methods for acquiring the necessary visibility to maximize success;
11. To begin to expand the scope of traditional black intellectual involvement to technical areas such as transportation planning and environmental planning;
12. To acquire approval of a Master's in Urban Planning program to be offered through the Institute.

As is true with any new or developing programs, the Urban Affairs Institute at Fisk is no exception when dealing with problems. Although one might choose to emphasize daily problems encountered in designing, establishing and operating urban programs, I choose to view

these problems not as too insignificant to mention, rather only as a part of a much larger problem. Some of the larger problems that we are faced with and that we would welcome assistance in solving are:

1. Attracting and retaining dedicated and able staff – this specifically applies to those supportive functions ancillary to the academic functions;
2. Arriving at a commonality with all internal decision-making bodies within the university on program priorities, particularly educational priorities. This may take the shape of whether or not an urban degree should be offered by the university, if so, at what level-graduate or undergraduate, intellectual merits of academic program or curriculum, training and rank of staff. This necessitates a clearer explication of the intended urban thrust as a university priority;
3. Acquiring the necessary level of development to get the visibility to attract additional resources in order to innovate and expand;
4. Cutting through the academic jealousies that are endemic to university living;
5. Establishing the most feasible mechanism for operating and designing a community services component;
6. Establishing reliable indicators for depicting the interrelatedness of each small aspect of the total program from an operational standpoint;
7. Ameliorating the problems endemic to alien groups or groups who have never worked together for whatever reason. This problem exists on the part of the university, the community, the students and agencies;
8. Receiving consistent support from all decision-making facets of the university heirarchy;
9. Fluctuating resource commitments and allocation until a definite commitment of a certain level is made to ameliorate the decadent social and economic conditions plaguing urban areas by government and industry;
10. Meeting all of the challenges that we are faced with because of the intrinsic nature of our task in the urban scene, without the fear or threat of political and economic reprisals;

11. Educating people on a massive scale, both inside and outside of the university, regarding the magnitude and intensity of the urban crisis, and the necessity to develop programs and strategies to deal with it;
12. Recognizing the strategic position of universities and their resources as a positive asset in the abatement of social ills. This is necessary for funding sources, public and private planning agencies and various facets of the university as well.

APPENDIX A

Master's in Urban and Regional Planning
Course Offerings

The following list of required and elective courses for the graduate program was drawn up with the following objectives in mind:

(a) To provide the students with a comprehensive planning background that will enable them be of real service to the communities that they choose to work in, particularly black and poor communities. At the same time, structured to address, as much as possible, student's individual and intellectual needs;
(b) To build the necessary foundation in our rudimentary stage to enable us to meet the accreditation standards of the various national planning bodies such as the American Institute of Planners;
(c) To be a systematic attempt to structure a flexible, yet intellectually sound program that integrates virtually all aspects of planning to some extent. Every effort would be made to provide a balance between the social and physical aspects of planning;
(d) To represent an attempt to systematically provide both the theoretical, analytical and practical tools necessary for graduates, so that they will provide a breath of fresh air to the planning process;
(e) To represent an attempt to continue to encourage the interdisciplinary tradition among various academic units of the university.

Students are required to complete 45 hours for the Master's degree in Urban Planning, 30 hours shall be selected from the core offerings of the Urban Affairs Institute, 15 hours of electives, which can be selected in other disciplines.

The following list offers a comprehensive curriculum for the first year. Work continues on developing various specialized offerings for students in the second year.

First Semester

UAI 301 Introduction to Urban and Regional Planning
This will be a seminar that examines the theories and practices along with problems past and present and the emerging trends in planning.

UAI 303 Contemporary Problems in Urban/Regional Planning
This course will examine the history, structure, and current practices of the planning profession and their relationship to contemporary problems such as suburban growth, urban renewal, Model Cities, poverty and race. This course will also examine major issues and problems of rural development.

UAI 305 Techniques of Urban Analysis
The development of concepts and predictive models for urban systems. Land use analysis, with emphasis on planning techniques for population projections, housing surveys, space needs and allocation, community facilities, with emphasis on problems of urban design and community development.

UAI 310 Analysis and Formulation of Public Policy
An interdisciplinary seminar designed for critical evaluation of research in public policy.

UAI 311 Social Planning Theory
An examination of the techniques and theories involved in social planning such as advocacy planning and interest groups and their relationship to the planning process. (2nd year)

UAI 321 Contemporary Law for Urban/Regional Planners
An examination of the relationship of the legal process to the functions and duties of the planner. The restrictions and constraints along with possible solutions will be thoroughly explored. (2nd year)

Second Semester

UAI 302 Environmental Planning
This course consists of an introductory examination of the ecology of cities, environmental impact, utilization of natural resources, planning for pollution control, and related environmental issues.

UAI 304 Proseminar in Housing
This course will provide the basic tools necessary for planning for housing needs in black and indigenous communities. It will provide research techniques and practical skills necessary for generating more housing wherever the need exists. (2nd year)

UAI 322 Planning, Research and Methodology
To acquaint the students with the various research methods and instruments available to him to carry out the various kinds of research necessary to plan effectively for a community; Quantitative techniques of urban analysis.

UAI 337 Project Planning and Commercial Development
To acquaint the students with the elements of commercial development through involvement in a practical exercise. It will cover all aspects of planning: initial planning, market analysis, site acquisition, and development, financing, space needs and allocation, leasing and management. (2nd year)

UAI 324 Planning for Unique Community Functions
This course will survey various techniques, problems and consideration implicit in planning for urban education, transportation, manpower, health services and facilities and welfare.

UAI 325 Transportation Planning
This course will examine present and past techniques for determining transportation needs, and will examine new alternative ways for more effective planning in this area. (2nd year)

UAI 326 Metropolitan and Regional Planning
This course will examine diverse theories on this relatively new concept and will deal with techniques, along with advantages and disadvantages of utilizing this approach to solving urban problems.

UAI 312 Urban Geography
This course will examine the origin and growth of cities; structure and function of urban centers; arial expansion of cities and intertrade relations as they relate to urban planning.

Electives

We are presently negotiating the following courses to be taught at the graduate level to provide the graduate planning students with fifteen (15) hours of electives over a two year period:

Department of Urban Affairs

Introduction to Public Administration
Planning and the Political Process
Simulation and Gaming (2nd year)
Independent Reading
Independent Research
New Communities Development (2nd year)
Federal and State Planning Issues
Geography of Transportation
Urban Communications Planning
Problems of the City
Urban Design

Department of Economics and Business Administration

Urban Economics
Public Finance and Public Policy
Economics of Poverty and Discrimination
Black Economic Development
Systems Approach to Problem Solving

Department of Political Science

Comparative Study of Strategies for Change
Contemporary Political Issues
Organizational Behavior
Legislative Behavior
Urban Politics
Interest Group Politics in America

Department of Sociology

Urban Sociology
Demography: Its Uses and Abuses
Political Sociology
Social Change and the Planning Process
Complex Organizations and Social Change

Department of Education

Urban Education – Education 309

SOME ASPECTS OF THE DEVELOPMENT OF THE CENTER FOR URBAN AFFAIRS AT MORGAN STATE COLLEGE

Homer E. Favor

A review of the activities attendant to the planning, implementation, and operation of Morgan State's comparatively new Center for Urban Affairs affords a unique opportunity to gain the insights necessary for maintaining balance and perspective. Equally as important, this process facilitates the sharing of information which might prove helpful to others about to embark upon such an ambitious undertaking. Quite frankly, a feeling of exhilaration grows out of a retrospective look at the myriad activities over the last ten years culminating in this challenging and rewarding program. This emotional state is neither the result of discovering that clairvoyance was one of the attributes of the program's proponents, nor the absence of pain and frustration. It can best be described as a reaction akin to the songwriter's reflection on the set of circumstances leading to the feeling tone that prompted his lyrical assessment of Black life in America, "How I Got Over."

A program of the magnitude and scope of the Center for Urban Affairs cannot be launched without the undergirding, involvement, and promotion of the institution's top administrative officials. If these officials happen to be highly skilled in the field of human relations and especially adroit in the political arena, the program is blessed with a head start. Certainly, these and other sterling characteristics have been in abundant supply at Morgan State with Martin D. Jenkins at the helm throughout the developmental period and King V. Cheek during the expansionary phase.

A cadre of interested faculty and operational level administrators is also requisite to the successful development of so pervasive a program. Here, too, Morgan State has an edge as indicated by the painstaking hours expended without remuneration on the part of the sixteen man Proposal Committee and the special committees convened to relate to various program components. Drawn from disparate parts of the college community, they have in common both competence in and commitment to the burgeoning relatively new area of urban affairs.

Student and community involvement and support comprise yet another ingredient of the prescription for success. In the case of the former, both formal and informal structures have been utilized to garner inputs. As for the community, a broad based advisory board was constituted during the planning stages, and numerous community groups were involved in various aspects of the process. In fact, individuals with interests in each facet of the overall program were brought together in special committees to provide inputs to the process of developing detailed specific programs. For the record, these committees are still operational, at the moment on an on-call basis.

Those saddled with the day-to-day responsibilities of envisioning, developing, implementing, and operating the Center for Urban Affairs are mindful and appreciative of the ongoing support and undergirding coming from the various groups indicated above. The old adage, however, about "a camel merely being a horse designed by a committee" has never been forgotten. This is to say that it became the lot of Center personnel to take the rich contributions made by supporters and well wishers and synthesize them, thereby working them into a cohesive whole. To the extent that this has been accomplished, to further pursue the metaphor, the animal looks pretty much like the horse that the participants had in mind.

A retrospective look at the Center's growth and development must examine the roles played by representatives of two separate funding sources, the State of Maryland and the Ford Foundation. In the case of the former, officials on the Board of Trustees for State Colleges, the office of the Governor, and the General Assembly proved responsive and helpful in guiding the proposed operation through the maze of the governmental process. This kind of attention and support has also been evident in the actions of Ford Foundation officials, notably John J. Scanlon and James W. Armsey. With Morgan State officials serving as intermediaries, the State of Maryland and the Ford Foundation entered into a four-year cooperative arrangement, beginning in Fiscal 1970, to support the newly developed Center.

The expanded program initiated in 1970 is actually an outgrowth or a logical extension of the Urban Studies Institute, established in 1963. The cooperative financial support, amounting to 1.7 million dollars over the four-year period, is divided between the State and the Foundation, two-thirds and one-third respectively. It is at this juncture that many promising programs have died untimely as well as un-

warranted deaths. Thanks to whatever gods there be, all parties concerned were determined that this should not be the fate of this program. As a consequence, the State committed itself morally to carry the entire burden of the expense of operations at the expiration of the four-year cooperative period. To allay the wary, a moral commitment is the highest expression of confidence that can be made at the outset of such a cooperative venture because of the inability of a given session of the Legislature to bind succeeding sessions.

Support from the diverse elements of the College and broader communities along with financial undergirding from sponsoring agencies is to no avail without a program encompassing the delivery of necessary services to satisfy some of the College's and the community's more pressing unmet needs. Officials of the Ford Foundation, the State, and the College were in aggreement that the expanded program should be pervasive and intensive enough to make a difference. Experience with the Urban Studies Institute coupled with general awareness suggested that the urban syndrome deserved the special attention of an institution with Morgan State's legacy and unique capabilities. These concerns evolved into a mandate to perfect a catalytic agent, the newly developed Center, that would permeate the entire College with an urban thrust. A charge of this type is predicated upon several agendas. For example, if the goal is attained, the College will be constantly preparing a cadre of individuals to contribute to the effecting of solutions to problems attendant to urban living. Additionally, the College, itself, takes on a new and more responsive aura that is reflected in its priorities and resource allocations. Also in pursuing this goal, there is a minimization of the very real possibility of establishing an urban studies empire within the College that ultimately becomes a destructive force for obvious reasons.

The task at hand in meeting the mandate to permeate the College with an urban thrust was largely one of fashioning a rationale that would lead to the identification of the specific spheres in which to operate and the subsequent effecting of mechanisms and strategies to facilitate program development and implementation. Any such rationale must be based on sound philosophical underspinnings if it is to withstand the twin tests of logic and time. Fathoming the eddies and flows of the turbulent forces and counterforces endemic to contemporary America, in the quest for a philosophical context that can

withstand the rigors of such a crucible, requires an inordinate amount of study, reflection, and introspection.

Seldom in the history of this nation have causes been so numerous and intense as during the recent period in which the philosophical framework was being hammered out for the comparatively new Center. Brief reflection will recall the pervasiveness and intensity of just a few, e.g., the civil rights thrust, the Black awareness movement, the white backlash, the anti-war movement, the youth rebellion, the campus unrest, the ecology movement, the sex revolution, and the revolution in literature. True, many of these are manifestations of problems which are apparent in the prevalence of urban decadence and in the pollution of both the environment and the human spirit. But, underlying these are even more basic ones that have become all but permanently inbedded in the warp and woof of America, namely racism, class alienation, and poverty. The colossal error of failing to right the wrongs implied in these observations led to the interaction of various forces and countervaliling influences, resulting in confrontation and violence on both the campus and the city streets. Suffice it to say, placing this type of grist in the philosophical mill amounts to no mean feat:

The philosophical base, then, grows out of an assessment of the termper of the times and at least one other important factor, the legacy of the College. Morgan State serviced exclusively the higher educational needs of an alienated, rejected, and downtrodden Black community for almost a century. This experience provides the institution with an historic sense of commitment and involvement, thereby enabling it to capitalize on the challenge and opportunity inherent in the attempt to effect solutions to the spectrum of urban problems outlined above. In a nutshell, officials at Morgan State sought to avoid overreacting to the dictates of any quarter, choosing instead to fashion a program in research, extension, and education, based upon sound pedagogical principles and an affinity for the sanctity of the human spirit. This ruled out the fads and frills that are plaguing so many institutions that failed to act with responsibility. In doing so, they are not at all unlike parents who were cajoled out of exercising their rightful prerogatives only to find that their children subsequently viewed them with contempt and disdain for having done so.

Any Black institution must exercise extreme care in this phase of developments. The overall problem of Black education, on the one hand and the education of Blacks, on the other, must be plumbed. The

essential question becomes one of "How far should the Urban Affairs Program go in accommodating the dictates of such concerns?" Center officials resolved this dilemma by deciding that a strong urban affairs program would be in the best interests of these very legitimate concerns. The development of a viable and productive Center, it is believed, provides an additional insurance policy for survival. The need for this cannot be overstated in view of the fact that Black institutions are still the mainstay in spawning baccalaureates and advanced degrees for this sector of the community.

The philosophical base is exemplified in the programs, policies, and procedures of the Center rather than crystallized into some pious statement or verbiage laden writ. Nevertheless, there is such a base, and it tends to govern, temper, and direct the multifarious decisions attendant to program development, implementation, and operation. Certainly, the philosophical backdrop played a dominant role in moving from the general stance regarding a commitment to operate in all three facets of the higher education process; research, extension, and education.

The forerunner of the Center, the Urban Studies Institute, restricted its activities over a seven-year period to research and extension. Horribly under funded, it managed to survive and, in the process, make enough of an impact to indicate the commitment and concerns of the College. The truth of the matter is that it set the pace in the Baltimore Metropolitan Area and gained considerable notice nationally, as well. Its distinction in the former situation grows out of its being the first formal expression of urban involvement among the area's twenty-two institutions of higher learning. As for the allegation pertaining to the national scene, it has been cited as the first such undertaking in an exclusively undergraduate Liberal Arts College, Morgan State's status at that time. The Urban Studies Institute was enlarged in order to meet the research commitment more effectively while maintaining selected extension activities. The former encompasses providing such services to community based groups and other adjuncts of the Center, in addition to organizing and conducting special inquiries and monitoring and assessing socio-economic, demographic, attitudinal, and related urban phenomena.

The variety of urban oriented programs, institutes, and courses already extant at the College were reviewed and catalogued in the interest of discerning the areas in need of development. This should be

one of the initial activities of those caught up in designing an urban affairs program at any institution. Invariably, a surprise is in store, simply because most individuals involved in the work-a-day activities of the institution are not aware of how much is already underway. It was through this process that the Small Business Institute was brought to the fore and revamped in order to help emphasize the program's second concern, extension. It, too, has evaluative research responsibilities. The extension model employed in the various ancillary programs calls for specialization in such endeavors. Hence, the revamped Small Business Institute restricts its activities to the realm of economic and business development. Incidentally, domiciled in an outreach station, it also operates an Office of Minority Business Enterprise Affiliate with an annual budget of $140,000.

Two other vital extension oriented activities round out the complement of what are generally regarded as ancillary programs. Both of these are newly developed, one in public education, the Cooperative Education Centers and the other in juvenile delinquency, the Institute for Urban Youth. A limited supply of fairly detailed proposals are available at the Center regarding these two programs.

The public education oriented program is predicated upon the belief that many of the problems in urban education at both the elementary and secondary levels are not insoluble. Their persistence, at least to some extent, is largely a function of the inability of teachers, operating under traditional constraints and procedures, to find the time and the energy to experiment with and synthesize many of the relatively recent breakthroughs, let alone engage in fostering their own variety of innovations. The Cooperative Education Centers, through agreement with the Baltimore City Public Schools, perform this function at an elementary and a secondary school. The College's established Department of Education joins forces with the Cooperative Education program for these purposes and also to provide its students with access to new and innovative teaching-learning techniques. The program is more or less on target in view of the incessant demands from throughout the system to observe and replicate the experimental activities that are meeting with success. Its research functions are restricted primarily to measuring and assessing its effectiveness.

The Institute for Urban Youth, in delving into the juvenile delinquency area, has both extension and research responsibilities. It, too, is housed at an outreach station that provides direct access to the

particular community to be served. The Institute's research involvement is fairly heavy because of the folly of assuming that the College, with its limited resources, can go into the business of providing therapy, counseling, and related support services to the broader community. Rather, its focus is to garner insights into the juvenile delinquency problem, especially as it impinges upon and relates to the judicial and other processes comprising the institutional framework attendant to the problem, as well as the general support systems germane to urban living.

These four research and extension programs are regarded as ancillary because one of their most important functions is to provide enriching laboratory experiences. In fact, each ancillary program has been charged with the additional responsibility of generating clock hours around its educational function. This seems as it should be because of the centrality of the role of education in institutions of higher learning.

The final phase of the Center's program at Morgan State encompasses two educational programs in a direct sense, one at the undergraduate and the other at the graduate level. Separate documents detailing both of these at the design stage are also available in limited quantities. At the undergraduate level, the previously alluded to inventory revealed that the various departments were already offering approximately one-half of the number of courses that would be necessary to develop a substantive major in Urban Studies. After identifying the gaps and suggesting modifications and new courses, a model was employed that reimburses the departments for offering the newly developed urban oriented courses. Actually, departments were free to go beyond these limits and establish urban oriented courses of their own design with Center approval. In addition to the major, the model provided for what is tantamount to a minor at other institutions. At Morgan State, it is referred to as the Certificate Program. The undergraduate program in Urban Studies is enjoying a fair share of success also as evidenced by the fact that in only its second year of operation, it has attracted 134 majors.

The problem encountered in developing effective interrelationships with the traditional departments proved to be one of the most difficult and persistent in the entire operational process. This is not to disparage those in such departments. Their resistance can be quite plausible in view of the continuation of demands emanating from the traditional programs. There is a gray area, however, that candor suggests

touching upon, namely the spectrum of human reactions to the inherent threat of a new program. Resistance tends to decrease as the threatening implications subside. Unfortunately, this can take an inordinately long time and may require administrative assistance and diplomacy of the first order during the interim.

A two-year professional degree program in Urban Planning and Policy Analysis comprises the graduate offering. All courses are under the direct purview of the Center primarily because of the relative infancy of the Graduate School at Morgan State which has not yet spawned related departments that could share the instructional burden. This program has the distinction of being the first professional planning program in the Baltimore Metropolitan Area. Now in its third year, it has become the third largest program in the Graduate School with 111 enrollees of which 41 percent are full time. Initiated in the evening, as are all Morgan State graduate programs, it caters to mid career people. More recently, replicate courses are being scheduled during the daytime hours, a reflection of the increase in full-time enrollment. This increase is largely a function of the high degree of success in attracting financial support amounting to $130,000 per annum for the aid of students.

One of the more difficult problem areas proved to be that involving the reconciliation of the academic argument raging between the advocates of physical planning and the proponents of the social variety. The position of Center officials has been to maintain vigilance against a curriculum devoid of planning hardware that seems to be foisted on unsuspecting Blacks in too many instances at other institutions. Over time, a melding of what appears to be the best of the two approaches has evolved.

The preceding discourse outlines the infrastructure of the relatively new Center for Urban Affairs. Its linkages internally, as well as with the College and broader communities, are also intimated. To further cement the interrelationships between research, extension, and education, all professionals on the staff of any component of the Center's program are required to teach a three-hour course per semester. Additionally, toward the end of strengthening traditional departments, Center staff is provided to teach such courses in at least four of the College's established departments. In order to have the influx of students at both the graduate and undergraduate levels not be the result of piracy, the Center has organized and put into operation a recruitment committee that already shows signs of being productive.

Despite this rather ambitious effort, so much in the way of detail has escaped being reduced to writing. The multitudinous nuances, subtleties, and innuendoes, for example, that are consonant with the human experience defy such transormation. Additionally, the bounds of propriety estop the recitation of unbecoming acts and nefarious practices on the part of men not at their best at strategic points along the way. Fortunately, rational man is endowed with the capability of focusing upon the brighter side of the human equation. To do otherwise might jeopardize his sanity. This article of faith has bouyed the spirits of Center officials over the rough spots. Invariably, the losses are soon counterbalanced by gains, the disappointments by accomplishments, and the sorrows by joys.

The Center still needs throughout this embryonic stage the nurturing and developmental undergirdings of all facets of the College, the broader community, and supporting agencies. Its officials must perforce be preoccupied with the responsibility of maintaining its programs and activities with a view towards promoting its orderly growth and development. Concomitantly, they must also be given to the awesome task of discerning the signs of the times. The program's legacy, philosophy, and bearing will be instrumental in developing fitting and proper reactions and responses to the readings garnered from the seer-like activities alluded to above.

Ominous signs on the horizon indicate that this is not the time for resting on the hard won laurels which symbolize the rewards of initial success. On the contrary, prophetic voices are still going unheeded, and the nation appears on the verge of moral bankruptcy. Institutions conceived in the interest of justice and the promotion of the commonweal are either being prostituted or dismantled. It appears that the fountainheads of leadership have atrophied and left the nation bereft of supports germane to life. In short, there is increasing eeriness in the challenging admonition inherent in Charles Reich's The Greening of America. One poignant passage crystallizes it:

> We say that a man is mad when he thinks he's Napoleon or when he kills someone because outside voices told him to do so. A society is also mad when its actions are no longer guided by what will make men healthier and happier, when its power is no longer in the service of life.

These ominous signs suggest that there is much work to be done by those who care about man's relationship to man in contemporary urban settings. If the best efforts of such caring men fail to reverse the trend, the future counterparts of Gibbons and Shirer, after sifting through the evidence related to the debacle's carnage and physical ruin, may discover and record for posterity the actions of those who joined the ranks of history's noteworthy by virtue of their concern, commitment, involvement, and sacrifice.

Discussion

Question: I think one of the speakers said that these programs must be autonomous or must have some autonomy. The institution itself thinks that it has autonomy but this autonomy has been decreasing because of outside and inside pressures. Does the autonomy, the number of degrees of freedom of an institution decrease as it responds more to social needs?

Mr. Martin: I suppose I would have to answer you by saying that we have to deal with autonomy in terms of relativity and degrees. If we really look at it and be realistic, black institutions don't really have true autonomy anyway. That might sound a little crude but in my judgment in terms of dealing with it in terms of degrees, I believe that several things can occur. To obviate or sort of minimize or mitigate the degree of alienation that you receive as the result of getting involved in social concerns, one way is to provide the backup. I shudder to think about us getting involved as black institutions on a massive scale in social areas and putting ourselves always in the forefront. If I left that impression, I want to knock it out of your heads right now. Our community linkage series that I suggested is, as I said, a backup, to provide technical assistance in various kinds of planning services for the community. Hopefully, through this kind of organizational and technical mechanism, it will be the community's concerns and the community's projects. I don't want us to think that we always have to be in the forefront in terms of dealing with social concerns.

Question: How do you decide which community agencies you will provide services and those whose requests you cannot meet? How do you deal with the problem of their not becoming a spurned agency and thereby the possibility of becoming a saboteur?

Mr. Martin: Essentially we don't have any hard or rigid guidelines on whether or not we will get involved with the 21st District Committee, which is a community group, as opposed to Tennessee State Planning Commission or something like that. We try to view it within the context of our overall capabilities. If anything fits within the overall purview of housing, this is obviously one of our concerns. If it fits within the purview of transportation, this is one of our concerns. We want to stay out of the internal politics of various agencies and groups. Our real intent is to provide whatever technical and planning services that we can possibly provide. So we don't have any rigid or fixed rules. I think we are really heading down the road to some real problems if we become too rigid. A certain amount of flexibility has to be a part of your consideration.

Question: What happens if the agency's goals are in conflict with the goals of the program?

Mr. Martin: Then obviously we have to make a decision that we can't service that particular agency. Again, that is related to capabilities. If it is not within the purview of our overall goals, then we don't have the capabilities to service that particular group. We have to examine goals and objectives. Let me give you a classical case of the kind of thing that you are talking about. We have a fairly large agency in the Davidson County area with a great deal of resources, that really should be doing a great deal of things that we are doing and that we hope to do in the future. But the question of conflicting goals comes into the picture partially because of the constraints placed on the agency by the powers to be. As a matter of fact, in terms of sabotaging, we had one proposal outrightly sabotaged by this agency because they felt that what we were doing was something they should be doing. It was a real threat to them, so they interceded with the state people and successfully sabotaged the overall effort.

Question: I am concerned about the size of your staff to carry out the program you have outlined.

Mr. Martin: We only have a total of seven people. We have two lawyers with planning degrees, one part-time person with an engineering-planning background, an urban geographer. We also have two administrative assistants, one for community services and one for our practicum program. We are considering where we want to put research, whether we want to have that as a separate and autonomous kind of unit or whether we want to put it under the person over the

academic program. Then we have a non-professional staff doing various other kinds of things.

Also, we have been very fortunate – and this relates to our funding – in all of our grants up to this point, we have built in slots for graduate teaching assistants. This has really helped us a great deal. At the present time, we have four teaching assistants on our staff.

Question: My question is more or less to Dr. Favor in terms of how you coordinate your extension component, field service (and what-have-you) with other programs, such as sociology, political science, where you have student internships in the community. How do you coordinate this into a meaningful kind of program so that people are not just walking over each other in the community.

Dr. Favor: This takes some doing and it doesn't always work. The best laid plans of mice and men, et cetera. If you recall, I talked about our ancillary programs. This is where we really get the thrust for organization. I indicated we have an out-reach ancillary program that revamps a small business institute and that we are involved in economic business development and also picked up an OMBE affiliate with a $140,000 budget of its own. We run students in business administration and economics and people who are highly interested in accounting and this kind of thing through the process in terms of having some exposure to this as a laboratory. But remember, if you have an OMBE affiliate, it has to produce some work, so it requires some doing. The institute, the one dealing with juvenile delinquency, just opened up an office directly across from Pemlico Race Track. The man who heads up that program happens to be a psychiatrist. He has on his staff a young woman who is a criminologist and he has another young lady on his staff who is a psychiatric social worker. Now, we can't afford to hang up a sign in that area suggesting this is Morgan State College's commitment to solve the problems of mental health and if you need therapy come in, because how much therapy can three people – (and all three of them are therapists plus they have a couple of other people back on the campus who are therapists) – really practice.

I think part of the answer is that you don't go out and suggest to the broader community that with your limited resources, you are going to do what the CAP program in conjunction with Model Cities, in conjunction with social services and everybody else has failed to do. The reason that you get into it is because you are an educational institute. This is what I am talking about – the legacy. You are

concerned about those three functions that institutions of higher learning must perform. If they only do the education, it is going to be done without the inputs of research and they are going to be away from the testing with regard to the application that comes from extension. So you don't hold yourself out that way. You try to build and structure. This is why I talked about introspection and reflection and building bridges. For example, at Morgan State we worked out the opening of this new Out-Reach office just across from Pemlico dealing with delinquency as it relates to the judicial process and other processes. What is a delinquent kid? If he has a record, he is a delinquent. A kid who lives in a certain section of the city, and has certain color eyes and certain texture of hair, does the same thing and he is not a delinquent. I don't want to get caught up in blaming the victim and riding this poor kid more. So what we want to do is be an advocate but an advocate on the basis of fact so we can bring about some material changes in the structure that labels this kid a delinquent. And if you read Cleaver and I don't know how many others before him, once this happens to him and once he goes to training school, you can predict with accuracy that he is going to be a statistic for the balance of his life.

What we did there, we tied in with the Sociology Department, Division of Social Work, and we had the thing all set up. And their particular funding didn't come through. In the meantime, we had already tied in with an integrative kind of community group out near Pemlico known as Northwest Baltimore Corporation, so we have some linkages there to provide some services. In the meantime we are doing as much as we possibly can with students. A lot of times we make mistakes. We start talking about what we are going to do with students. Most of the students who go to black schools are impoverished. I don't say that with any disparity. I was an impoverished student myself. What I am saying is: it is ludicrous of me to go out and plan on all this reserve of manpower when if a kid is going to work, he is going to have to be paid by somebody. If you can't pay him, he is going to find somebody who will. So to that extent we get some of that. If you can construct a course around a practicum kind of situation you may get some manpower there. There is no simple answer to it.

Question: How does your program differ from the program at Harvard or a place like that?

Mr. Martin: I think there is a great deal of difference in terms of the programs. First of all, it is different because look who is designing

the program and who is operating the program. People who are affected by the problems that beset urban communities. Therefore, we have a greater degree of empathy, depth, vision and you-name-it in terms of operating the programs; not just designing a program but the acutal operation of the program.

Most of the major white institutions, because of their inability to do some of the things that we are suggesting, have pretty much tried to establish a monopoly just on the academic aspect of the program. They can't effectively get in and deal with the community portion or with the practicum portion in an effective way with some of the projects that we suggested. So I think just in terms of design and implementation they are in fact different, separate and distinct. Even the academic program is different.

Dr. Favor: Nothing is as it should be. I recall when we first started setting up our planning program, I had some of the experts come in from around the country. This is what I was alluding to in the paper about the argument between the social planner and the physical planner. I was at a meeting something like this workshop and I ran into some bright young turks who were working toward their doctorate in planning. I am developing a planning school so naturally I am on the lookout. So I struck up a conversation with one or two of them and I said, What kind of planning are you studying? To make a long story short, he indicated he was studying social planning. That is when I first got wind of the difference. So I said, How many blacks do they have there? He said X number. I said, How many of them are in social planning? He said X number. So I said, They don't have any whites there? He said, Oh yeah, most of the students are white. I said, What kind of planning are they studying? He said physical planning. I can see one of our graduates, if he is a social planner – people tell me they didn't have to know math and statistics, didn't have to know urban design, didn't have to know technical planning because there are always these people sitting around to service you.

So it was at that point that we began fashioning our program to say, no, we want a marriage. I don't want anyone going out and depending on someone else. Even that person when he realizes he is inadequate, he is going to one day curse me. I would hope that what we are offering would provide the youngster with the kinds of capabilities and skills to indeed be a planner and not throw out the baby with the

bath. We have to be very careful about that because there are those who would encourage us to do it.

Question: I would like for you to say just a word about projected job opportunities for a student who is going through this program.

Dr. Favor: I don't know if you're familiar with Andrew Bremmer, but Andrew Bremmer is a member of the Federal Reserve Board. He has done an awful lot of work in forecasting the job market and taking a look at its future growth. And certainly the service industry is where the growth is going to occur in the job market. Two of the principal projections with regard to growth have to do with planning and health services.

Mr. Martin: I think one of the beauties in planning education or planning training is that it opens up so many options in terms of long-range and short-range employment. As I tried to emphasize – and I see that Homer concurs – a marriage must be brought about in any kind of training that we endeavor to provide for our students. We must bring about an amalgamation of the social, the physical, and I would like to add to that the policy aspect also. We haven't really gotten into that. Planning is so vast, it is so wide open that it opens up so many options. In other words, if the employment picture says that the service end is closed or the social end is closed, then, you know, our students can very easily say, I can move into the physical end. If they say the physical end is closed, I can move into the policy end. This is one of the beauties in planning education.

Question: Would you say at this point that as far as black schools are concerned that the question is not any longer whether or not they will develop some type of program in urban affairs but when and how far will they go?

Dr. Favor: I couldn't agree with you more. You may not do it the way we are trying to do it at Morgan. We may find out we are doing it the wrong way. We may not do it the way they are doing it at Fisk.

We are talking about trying to get students who come out at a state of readiness to be concerned about the milieu in which they're going to have to function. It is a humanizing kind of thing.

ADMINISTRATIVE ASPECTS OF COMPETENCY-BASED TEACHER EDUCATION

Paul Mohr

An education dean's desk is analogous to the mailbox of the average housewife – they are both inundated with brochures and publications highlighting new ideas that are supposed to make things better. Some of these new ideas are similar to fourth class "junk mail," intended to commercialize selfish interests rather than to provide the relief and comfort desired by the consumer.

Recently, there appeared on the educational horizon, such concepts as performance-based teacher education, competency-based teacher education, field-centered education, student-centered education, and numerous other concepts deisgned to seek a change in the traditional teacher education programs.

All of these concepts can be compared with the average "headache" pill, many have similar ingredients designed to serve similar purposes, yet, called by different names.

Just as the average housewife has to decide on that which is best for her, the education dean must decide what is best for his program. Consequently, he must focus upon efforts designed to become aware of the differences and commonalities of programs with a view toward getting his institution into the mainstream of the major trends.

The term, "awareness," may take on an oversimplified connotation, for the term belies the extent one has to go to in order to reach a functional level of familiarity. For an example, conversations with faculty members may yield minimal results when an administrator is seeking to become "grounded" in new professional movements. Independent reading produces a higher yield, yet, its relevance is limited by an inability to "localize" the desired outcome. General professional meetings, noted by many as satisfying no more than 10% of one's needs at a given time, have even less of a yield than independent reading when unrealistically relied upon. Workshops with specific objectives related to one's needs are somewhat desirable. However, the varying levels of awareness are strengthened by the full utilization of the aforementioned, and by a synthesization of the attributes of each.

Following the processes of familiarization and orientation, a next step is the analysis of existing institutional programs with consideration for programming changes on a realistic basis.

In analyzing the existing programs, many variables have to be considered. The "state of the art" has already been considered inasmuch as it provides an impetus for change. Further, it is a popular pedagogical vogue to conduct a needs assessment. The needs assessment takes into account the discrepancy level between an existing program and the desired status of the program.

At Florida A & M University (FAMU), we approached the needs assessment in a variety of ways – some ways generated by the faculty, and some ways generated by the administration.

Recognizing that teacher education is not within the exclusive province of a school of education, we conducted a needs assessment via a "Concern and Comment Conference" that involved university personnel, public school personnel, and Department of Education officials.

The impetus for this means of a needs assessment was FAMU's involvement in a network of colleges designed for the development of leaders for urban schools. This effort was coordinated by the University of Pittsburgh and the American Association of Colleges for Teacher Education (AACTE).

It was during the "Concern and Comment Conference" that the Department of Education personnel presented a very provocative slide-tape presentation on Performance-Based Education.

Several other efforts have been conducted to effect serious attempts to change the FAMU teacher education program. The U.S. Office of Education-funded Interim Feasibility Study permitted our faculty some consideration for the adaptation of a "Model Elementary Program." The eighteen month self-study conducted for the National Council for Accreditation of Teacher Education (NCATE) was another study. Also, self-studies and follow-up reports for the Southern Association of Colleges and Schools proved to be invaluable.

From the various approaches to a needs assessment, FAMU faculty and staff members were able to ascertain a need for program revisions. With this as a major objective, priorities had to be established, activities designed, time lines established to create phases of operation, and assessment and evaluation had to be considered.

The establishment of a revolutionary program such as CBTE requires that the administrator consider revamping the mechanisms utilized in operating and managing traditional programs, thereby visualizing ways and means of creating conditions for achieving the goals of CBTE. New roles are defined for personnel, resources are reallocated, administrative configurations are adjusted, and new partnerships are created. A brief description of these and other factors are presented in the following sections in order that those who seek programmatic changes can be cognizant of such "sign posts" on the road to these changes.

Role Clarification

CBTE presents a revolutionary concept to teacher education institutions. The roles of administrators, professors, students and school districts must be redefined and clarified in order for CBTE to be highly functional.

Earlier, reference was made to the role of the administrator who serves in the capacity of a "manager." It should be emphasized that his efforts include planning, organizing, coordinating, directing and controlling programmatic operations. Such managerial aspects are more significant today in light of the demand for "accountability" of programs.

Recognizing that a college professor is as conservative about his concerns as he is liberal about others, administrators find it an arduous task to seek "change" in the traditional perception of teacher education as viewed by the veteran professor. For one thing, the professor in a CBTE program is more of a facilitator of learning, an advisor and consultant, rather than a lecturer or information disseminator. More time is required in program planning, student advising and involvement with school districts as "clinical" professors.

Professors must also come to grips with new ways of facilitating learning. They should be cognizant of instructional tehcnology which requires alternate strategies for student learning and the utilization of resources that maximize student learning. Further, the assessment of students' progress takes on a new dimension in that "norm-referenced" evaluation is generally minimized and more consideration is given for criterion-referenced evaluation.

In CBTE, students are freed from a time-based, lock-step process of instruction. They are assigned certain learning tasks that can be accomplished on their own. These tasks, generally given in the form of modules, require self-determination and self-pacing on the part of students. Such an independent and individualized approach to learning demands more maturity of a student than traditional programs require.

CBTE demands that teacher training move off the campus and into the public school setting. Consequently, the role of school districts has shifted from being a "passive" partner in teacher education to one in which cooperation and collaboration extends even to having significant input in the development of desired teacher competencies. Further, the school districts provide the facilities for supervising and evaluating the competencies of pre-service and in-service teachers.

Reorganization

The traditional administrative configurations are not particularly conducive to maximizing the benefits of CBTE. Program isolation, organizational rigidity, restricted cooperative and collaborative efforts impose the constraints and restraints that limit the effectiveness of CBTE.

FAMU has chosen several alternatives in organizational patterns to induce maximal contributions of the human and physical resources. One alternative has been to organize programs around related areas to provide the breadth and depth of experiences required. For example, early childhood and elementary education were combined under one administrative umbrella.

The department of library service and media were combined to further articulate competencies required of public school librarians in the areas of printed and non-printed media. An additional reason for this reorganization was to provide the "services" required for CBTE.

With the diminution of a stratified departmental structure, opportunities exist for greater instructional collaboration such as team teaching. For an instance, the "block" phase of a proposed secondary education program calls for the use of three professors, one in testing, measurement and evaluation, a second professor in teaching strategies, and a third in media.

The above attests in part to programmatic reorganization which induces reassignments of professors.

Reallocation of Resources

Some indirect references have been made to the reallocation of resources, such as the reassignment of professors and the reorganization of physical facilities and programs. However, added emphasis should be given to the concept of resource reallocation because it is a means by which one seeks to maximize the utilization of human, physical and fiscal resources in order to achieve programmatic aims.

Where human resources are concerned, faculty loads and flexible assignments are critical issues. As previously mentioned, CBTE requires more time of a professor in planning and implementing his assignment. Further, student advisement and off-campus services add to the demands that are made of a professor's time.

With reference to physical facilities, the establishment of learning resources center is a must. The traditional curriculum laboratories with their orientation toward printed media have to be modified and expanded. Such facilities should be modified and expanded to include various educational media compatible with modern day instructional technology.

The matter of fiscal resources is a critical one in that few programs have vast amounts of fiscal resources to be utilized as administrators see fit.

One method frequently being used is external funding for innovative programs such as CBTE. Given the transitory nature of external funding, administrators should exert every effort to make sure that residuals from such funding can be absorbed into the overall program without sacrificing support of substantial programs.

Another method being espoused is the reallocation of fiscal resources on a priority basis. This is a herculean task for an administrator for it requires drastic measures ranging from the dissolution of non-productive faculty members.

New Partnerships

Given the status of higher education in general and teacher education specifically, CBTE personnel have a mandate to cooperate and collaborate with various constituencies. Cooperation and collaboration are needed to assist in the initiation of program redirection,

operationalization of the new thrust, and the refinement of the new thrust.

Needs assessments are limited if involvement does not consist of such persons as classroom teachers, parents, public school administrators, and personnel from professional accrediting agencies. Intra- and inter-university cooperation and collaboration further enhance the effectiveness of CBTE. All of the above serve to minimize a "re-invention of the wheel" which results from establishing a program in isolation.

The establishment of teaching competencies requires the kind of experiential base that can only be gotten through the efforts of public school personnel. Public school personnel use their classrooms as a frame of reference for establishing competencies and also as a field-test site of what they believe the competencies should be. In addition, the field-centered nature of CBTE requires student access to the classroom.

In an effort to strengthen collaborative and cooperative efforts, new structures are being established as teacher education centers.

THE FAMU COMPETENCY-BASED PROGRAM IN ELEMENTARY EDUCATION

Lillie Davis

Developmental Background and Purposes of the Program

On October 16, 1967, the United States Office of Education sent out a request for proposals directed toward improvement in the development of elementary teacher education programs; by January 1, 1968, eighty (80) proposals had been received in the Office. After careful consideration of all proposals nine (9) were funded. Approximately $1,075,000.00 went into the design phases suggested by the proposals that received funding.

The expectation was that the proposals would be available as models to institutions preparing elementary teachers. It was also felt that since teachers were expected to have multiple competencies and multiple as well as sequential effects on children, proposals for a program to prepare teachers should be geard to how children learn and should relate to how teachers aid in developing learning strategies and skills within children. It was further felt that associative designs should be stimulated which demonstrated linkages with public schools, community and social agencies; with graduate schools for teacher educators, and linkages with producers of pre-service teachers. These elements were assumed to be implicit in the nine chosen models.

In the Spring of 1967, Florida A and M University learned through the Florida State Department of Education that other institutions would be considered to do feasibility studies of the funded models. In response to this information, the departmental faculty submitted to the U.S. Office of Education a proposal for a project entitled "Interim Feasibility Study of the University of Massachusetts Model for Training Elementary Teachers." This proposal outlined a plan for developing a competency-based model program for training elementary school teachers at Florida A and M University. In June of 1969, Grant No. EOGO-9-198031-4316 was made to initiate the interim phase of the program.

Purposes of the Feasibility Study

The purposes of the feasibility study were (1) to make an analysis and indepth study of the model (Mass.) selected by the faculty so as to determine its feasibility for implementation at Florida A and M University; (2) to design a program that contains pertinent components which are possible for the University to implement; (3) to utilize selected data from other models to perfect our program design; (4) to design and develop specifics that will culminate in a competency-based model program for training elementary school teachers at Florida A and M University.

Rationale For Selection of the Massachusetts Model

The State Department of Education of Florida is experimenting with differentiated staffing, and it appears that this pattern will prevail in staffing the public schools after it's testing period. The Massachusetts Model provides guidelines for this development. Other factors included in our rationale were:

1. The philosophy underlying the Massachusetts Model was conciliatory with the philosophy of the Department of Elementary Education at the University.
2. The component parts of the model were appropriate, and with some adaptations an effective FAMU model could be adapted from them.
3. The cornerstone criteria of this model (human relations and behavioral skills) provided sound bases for developing criteria needed for effective functioning in desegrated schools.
4. Content areas closely paralled those which comprised the curriculum offerings at FAMU.
5. The Massachusetts Model provided for a type of feedback, evaluation, and follow-up that would enrich the quality of teacher education at the University.

Rationale for the FAMU Competency-Based Teacher Education Program

Education has been a powerful factor in the development of this Nation. It has been, perhaps, America's most effective means of

preparing individuals to adjust to change. During recent years American society has experienced profound economic, social, and technological changes. These changes have resulted in pressures for self-examination and improvement in many areas of American life. Examination of the changes now taking place in our society shows that education has an even more important role to play.

There is a growing recognition that if the schools are to truly serve a changing society, they must do more than prepare individuals for adjustment to change: they must also help to bring about desirable change.

In the above context of insights, the faculty holds firm beliefs relevant to the education of the teacher. The teacher has now becomes the center of this new major thrust to make education a more effective and responsive agent of change for both the individual and society. Evidence is abundant that an extensive and profound revision of the process of educating teachers is going on. Current developments are focused on programs based on criteria other than courses, credit, and degree; e.g., regard for the student as a person, for curriculum in relation to responsible action in the world, and for professional competency and commitment in their broadest sense. However, despite the progress being made in the designing and implementing of new approaches to, and programs for training elementary school teachers, the problem of staffing schools with competent teachers – teachers who possess adequate knowledge, positive attitudes, effective teaching skills, and human relations commensurate with their duties – is presently most crucial to education.

It is from this rationality the FAMU Competency-Based Program emerged, and within this frame of reference that the faculty agreed that some change was desirable in the University's program for training elementary school teachers.

We recognized that the development of a new approach to training elementary school teachers, e.g., a competency-based program, called for new methods in the organizational structure such as: (1) definition of competencies instead of goals, (2) instructional modules instead of courses, (3) assessment of competencies instead of letter grades, (4) phasing-in component parts of the program, and (5) related entities.

Finally, basic qualifications of the faculty were sufficiently relevant to training and experience to develop and implement a competency-based program for preparing elementary school teachers. There had been

developed an implicit rationale for the desired changes, an assured commitment of the resources of the University, cooperation of the University Laboratory School and of personnel for the continued planning and implementation of the program. Our attention was then drawn to meeting a deadline for beginning a Pilot Program to test the effectiveness of our plans September, 1972.

Competency-Based Program Goals

The possession of adequate content knowledge is a necessary but not sufficient condition for effective teaching. It is the task of the teacher to acquire appropriate performance skills in order to translate his content knowledge into teachable form.

Teacher trainees in the FAMU program utilize knowledge and skills from three performance criteria areas: (1) content, (2) behavior, and (3) human relations areas. The overall general goal of the program is considered to be:

- The preparation of teachers who are able either to demonstrate ability to promote desirable learning or to exhibit behaviors known to promote the same.

The following are considered long range specific goals: (1) to produce the fully human teacher, a person who meets the human criteria of warmth, human understanding, openness, and consciousness of cultural differences, and (2) to develop teachers who are capable of critical thinking, and who are in control of their own behavior as exhibited by a constant pattern of growth.

The Proposal for the Initiation of a Competency-Based Teacher Training Program in Elementary Education[1] which was submitted to the Florida State Department of Education contains a listing of twenty-eight (28) general competencies to be exhibited by prospective teachers who complete the program. In addition, Specific competencies are listed for the three performance areas consisting of (1) content, (2) behavioral skills, and (3) human relations. As specific competencies

[1] Combs, W. E., and Davis, L. S. Proposal for the Initiation of a Competency-Based Teacher Training Program in Elementary Education. Submitted to The Florida State Department of Education by, Florida Agricultural and Mechanical University, Tallahassee, Florida, June 1972.

have been developed in great detail, teachers are at liberty to select from among those listed to the extent that promise is shown for attaining goals and general competencies.

Statement of the Plan

Conceptual Model Program

The Conceptual Model program for preparing elementary teachers at Florida A and M University is the result of several background considerations from the staff's deliberation. In agreeing upon a basic design, present society was analyzed, and the literature on teacher education was reviewed. Careful consideration also was given to the uniqueness of FAMU in serving a predominately black prospective teacher population, and that many of the prospective teachers come to the University with varying backgrounds of cultural and educational disadvantages. We also were constantly aware that many of the teachers produced under the training program would no doubt assume responsibility for and work with children who have experienced similar disadvantages.

Components of the conceptual program have been put into a diagrammatic table for convenience of narrative description and for envisionment as shown in Figure I.

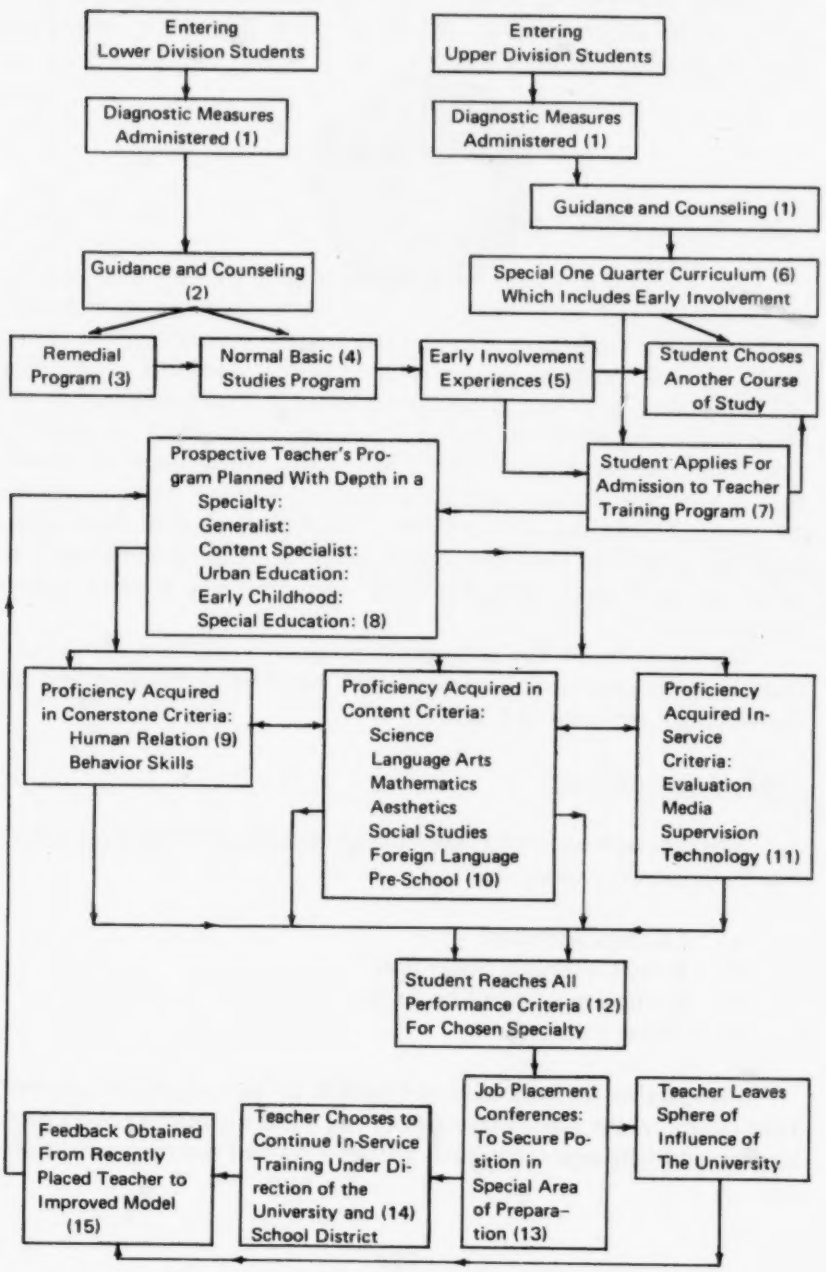
Areas of Concentration

The program provides three areas of concentration with plans for a fourth—urban education, viz.:

a. Content Specialist
b. Early Childhood Education
c. Exceptional Child Education
d. Urban Education

Prospective teachers have the option to gain depth in a content field taught in the elementary school (e.g., science, mathematics, social studies, and language arts). Such specially trained teachers will be able

THE FLORIDA A AND M CONCEPTUAL ELEMENTARY MODEL


Entering Lower Division Students
Entering Upper Division Students
Diagnostic Measures Administered (1)
Diagnostic Measures Administered (1)
Guidance and Counseling (1)
Guidance and Counseling (2)
Special One Quarter Curriculum (6) Which Includes Early Involvement
Remedial Program (3)
Normal Basic (4) Studies Program
Early Involvement Experiences (5)
Student Chooses Another Course of Study
Student Applies For Admission to Teacher Training Program (7)
Prospective Teacher's Program Planned With Depth in a Specialty: Generalist: Content Specialist: Urban Education: Early Childhood: Special Education: (8)
Proficiency Acquired in Conerstone Criteria: Human Relation (9) Behavior Skills
Proficiency Acquired in Content Criteria: Science Language Arts Mathematics Aesthetics Social Studies Foreign Language Pre-School (10)
Proficiency Acquired In-Service Criteria: Evaluation Media Supervision Technology (11)
Student Reaches All Performance Criteria (12) For Chosen Specialty
Job Placement Conferences: To Secure Position in Special Area of Preparation (13)
Teacher Leaves Sphere of Influence of The University
Teacher Chooses to Continue In-Service Training Under Direction of the University and (14) School District
Feedback Obtained From Recently Placed Teacher to Improved Model (15)

to assume responsibility in these areas in a team teaching approach or in a departmentalized elementary or middle school.

A second area of possible concentration is Early Childhood Education. A concentration in this area is already available at FAMU. With full implementation of the competency-based model, the program will expand to include more field experience.

Exceptional Child Education is also an available area of concentration in the Department. The demand for special education teachers is rapidly increasing with growth of individualized programs for children. Again, more filed experience will be added to the present program with full implementation of the competency-based program.

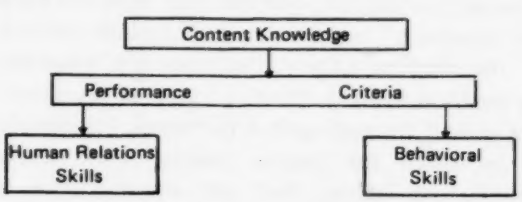
Areas of Competency

Following are areas of competencies for which performance criteria are developed:

I. Subject matter content (Language Arts, Reading, Mathematics, Science, Social Studies, Foreign Language, Aesthetics, Music, and Visual Aids);
II. Professional Teaching Skills (Presentation and Professional Decision-making) and;
III. Service (Evaluation Media, Supervision and Technology). Obviously these competencies are interdependent and cumulative, as are the skills and knowledge necessary to produce them. By first defining the desired competency criteria in the content, behavioral, and human relation areas, modes of instruction are then designed to meet these criteria.

Professional Performance Criteria

The area designated for performance criteria imply a hierarchy of three areas of competency necessary for superior teaching, as diagrammed below.



1. Mastery of content knowledge produce subject matter competency.
2. Mastery of content knowledge plus behavioral skills produce presentation competency.
3. Mastery of content knowledge plus behavioral skills plus human relations skills produces professional decision-making competencies.

The greater the teacher's content competency and the more presentation competencies he has, the more alternatives he has at his disposal in meeting instructional objectives. But having content mastery and presentation mastery is not enough. The teacher must also be sensitive to the personal and sociological variables which affect instruction. Meeting performance criteria evolved for this area ensures the teacher of knowledge necessary for making decisions.

Behavioral Skills

The basic premise of the behavioral skills is that much of teaching consists of specific behavioral acts. When skills and behaviors which teachers frequently perform in the classroom are identified, different training protocols or established procedures and techniques can be developed in order to produce proficiency in their use.

A training techniques for developing specific teaching skills is the process known as microteaching. One of the primary components of the FAMU Competency-based program is the implementation of microteaching in order to train prospective teachers in behavioral skills.

Human Relations Skills

Human relations are behaviors exhibited in relation to self and other individuals and to groups. A measurement for competency is change in the teacher trainee's self-concept which includes the accuracy of other's perception of him, and the way others actually do perceive him. Special aspects of human relations include performance criteria relating to listening to others, defining the situation, and a new approach to decision-making. Practice in facing situations which require decisions are gained through such activities as, (1) classroom simulation experiences in which the teacher trainee faces, studies, and solves problems similar to those that are met in the classroom; (2)

micro-teaching, (3) firsthand experiences and videotapes, and (4) student teaching.

Service Criteria

Service criteria define skills that make the teacher more effective in conducting classroom instruction. They also serve the purpose of introducing the prospective teacher to new developments and technology that may appear in his school in the near future.

Evaluation

Evaluation skills are considered to be a common set of techniques utilized by both elementary teachers and computer specialists, by guidance counselors, and by test designers. The conceptual framework for evaluation is based upon a hierarchy covering all aspects of evaluation. The teacher is expected to be able to operate within this framework at many levels of competency.

Media

Knowledge and skills are taught in the operation of media equipment which is usually found in public schools.

Supervision

The neophyte teacher benefits from close supervision, contrary to theory held by some individuals. Generally, many professionals seriously underestimate the difficulty of attaining teaching competency under present conditions in the schools. They fail to grasp the complexity of the process of teaching and the subtleties of the learning expected by the public as a result of teaching, thus setting low standards for the performance of teachers.

Teaching is behavior, and behavior is subject to analysis, change, and improvement. The faculty utilizes adequate supervision to detect needs for improvement and to help the young teacher realize that teaching is a highly personal and creative performance, and one which calls into play his total personality. A basic orientation toward this concept is begun early in the program through modules and taped

lectures dealing with the concept and through field experiences in systematic observation of classroom teaching and in working with elementary school age children.

The faculty further feels that beginning teachers are better able to help themselves and one another in becoming good teachers if they can analyze their strengths and weaknesses and suggest alternative approaches. In order to do this, students are taught to function as supervisors for themselves and for their colleagues.

Time – Line for the Pilot Program

The planned curriculum covers the junior and senior years of work for the B.S. degree in Elementary Education, roughly six to seven quarters or work.

All instruction is presented through modules which are either developed or adapted from commercial sources by faculty members. Each teacher operates in his area of expertise.

The complete list of sequenced and "streamed" modules is listed below and represents the competency-based program in the professional and specialization areas (Educational Psychology is offered in the School of Arts and Sciences).

I. Titles of General Modules (For all Students)
   1. Diagnostic Procedures to Determine Educational Development
   2. Determining Readiness for Learning
   3. Planning For Teaching
   4. Techniques for Developing the Resource File
   5. Developing and Utilizing Audio-Visual Media
   6. Using Educational Simulation and Gaming
   7. Record Keeping
   8. Classroom Management and Behavior Modification
   9. Analysis of Teaching (System of Analysis, e.g., Flanders)
   10. Teaching Study Skills (General)
   11. Teaching Strategies and Techniques
      a. Questioning
      b. Making Assignments
      c. Set Induction

12. The Interview
13. Developing Behavioral Objectives

II. Tentative Titles of Specific Modules
(Subject to delimitation of content suggested by titles)

1. Historical and philosophical basis of Early Childhood Education
2. Characteristics of children from three through five years of age
3. The Educational Program in Early Childhood Education
4. Trends in Early Childhood Education
5. Student Teaching in Early Childhood
6. The nature of Reading
7. Basic Approaches to Teaching Reading/Beginning Reading
8. Learning and Utilizing Word Attack Skills
9. Teaching Reading Comprehension Skills
10. Aspects of Listening
11. Techniques for Developing Listening Skills
12. Linguisitics and Speech in Reading
13. Oral Composition for Social Situations
14. Developing Techniques of Discussion and Conversation
15. Organizing Written compositions, Functional Writing, and Creative Writing
16. Proofreading and Revising
17. Five ways of Teaching Spelling
18. Studying the Relationship between Linguistics and Spelling
19. How to Do Manuscript Writing
20. How to Teach Cursive Writing
21. First Steps in Organizing Knowledge
22. Orientation to Teaching Social Studies
23. Investigative Skills in Social Sciences
24. Expressive Skills in Social Sciences
25. Value Orientations in Social Sciences
26. Teaching Concepts in Social Sciences
27. Overview of the Elementary Physical Education Program
28. Physical Activities for the Elementary School
29. Programming for the Physically Atypical Child
30. Conducting Extra Class Activities in Physical Education
31. The School Health Program

32. Rhythmic Activities
33. Music Reading
34. Keyboard Performance
35. Performance on Classroom Music Instruments
36. Creating
37. Listening
38. Art as Non-Verbal Communication
39. Art Media
40. Creative Art
41. Sets, Set Language, and Operations
42. Properties of Operations in Numbers
43. Teaching the Four Fundamentals, Fractional Numbers, and Decimals
44. Teaching Word Problems
45. Learning and Using the Language of Per Cent
46. Probability and Logic
47. Science Readiness Experiences for Children
48. Role of Science in the Elementary School
49. Inquiry and Process in Elementary Science
50. Recent Curriculum Developments in Elementary Science
51. SRA Simulated Materials in Pre-Student Teaching
52. How to Engage in Directed Observation and Participation
53. Post Seminar In Student Teaching (Activity)

Our first quarter offerings are presented as an example of sequence and streaming of modules, viz.;

15 quarter hours

1. Developing and Utilizing Audio-Visual Media
2. Techniques for Developing the Resource File
3. Record Keeping
4. Developing Behavioral Objectives
5. Historical and Philosophical Basis of Early Childhood Education
6. Classroom Management and Behavior Modification
7. Using Educational Simulation and Gaming
8. Sets, Set Language, and Operation
9. Properties and Numeration of Numbers

10. Techniques for Study, Testing, and Reading
11. The Nature of Reading
12. Basic Approaches to Teaching Reading
13. Word Attack Skills

The broad movement of new thinking in educational research is moving toward a process view of evaluation in which evaluation never ends, but is on-going. Consequently, our evaluative process will be continuous, and in large part, based on feedback from the field.

The procedures and techniques of evaluation will vary as the scope and size of the evaluation changes. However, when the system is adequately defined, it will be broken down into sub-systems. When the system and sub-systems are well defined, a Program Evaluation and Review Technique (PERT) analysis will be performed. This analysis will provide projections for optional, average, and maximum time estimates. As a result of this PERT analysis, the staff will be able to view the program noting possible constraints, and make projections for future evaluations.

Presently, and with the Pilot program, the basic procedure utilized in revising and improving the program includes a set of performance criteria designed to reflect the prospective teacher's progress in:

1. Knowledge of Appropriate Concepts in the Content Field.
2. Understanding the Principles of Child Growth and Development.
3. Understanding the Learning Process.
4. Understanding the Principles of Good Human Relations, and
5. Organizing Learning Activites for Students.

All modules developed at FAMU are researched by a team from the Consortium of Southern Colleges to review for validity, transportatiblity, resources needed and/or utilized.

Discussion

Question: Is there any movement toward performance-based education throughout your university, for example, in the college of arts and sciences?

Dr. Mohr: The technical areas, like the schools of technology and engineering, have contended that they have had competency-based or

performance-based teacher education all along, in that they have required a demonstration of proficiency. They are saying that it would be ludicrous for people to assume that they did not, for example to give an electrician theory and not give him an opportunity to demonstrate the skills. I don't think there is a sweeping movement to immerse a total university that I know of.

I think teacher education is attempting to respond to a number of criticisms. Some people who are the deep thinkers came up with this idea of repackaging teacher education. They are trying to enlarge the experiences in the public school system beyond that final period of the senior year for teacher education majors.

It's even difficult to think that university-wide teacher education programs are going to really launch this program without some sacrifice of philosophies, et cetera. It is still in the embryonic stage and so many different people are trained in different fashions. It has not reached a firm level of replication. So many people are trying it. There are a lot of people who are waiting to see what it is all about.

Question: On page 21 of your publication, I read that "the evaluative procedures are still in the embryonic stage". Does this mean that evaluation represents an after thought of the program since you nave gone so far in the development of this program?

Dr. Mohr: No, we are happy to say it is not an after thought. It is the kind of evaluation that is needed in competency-based teacher education. It requires a highly sophisticated management information system. The State Department of Education has contracted Florida International University and Florida State University to come up with a new kind of management information system.

Question: Earlier in your presentation, you mentioned "minimum standards". I would like to know how you go about determining when enough is enough. How do you determine the "minimum standard" for the first level of mastery?

Dr. Davis: According to AACTE literature, there are six criterion levels that are utilized in evaluating competency in a competency-based teacher education program. Level number one is the highest level. But according to their literature and applications, it probably will be a long time before we reach level one with competency-based teacher education.

Level one says that a teacher's competency is determined by how all students learn. The changes that you can see happening with

students, or that have happened during certain periods of evaluation. As it stands today, those of us who are experimenting and those of us who have programs in competency-based teacher education are operating at about level three of mastery in teacher performance.

Question: I noticed when you referred to the pre-test, you expressed some concern that at some point you might be without students because all of them are testing out in the pre-test stage. Do you think that this might suggest that the objectives could undergo evaluation rather than the fact that the students are inadequately prepared? How do you see the objectives? Do you think they might need reevaluating?

Dr. Davis: Yes, of course if any student breezes through your course outline or your course, the average teacher goes back and looks at that which he has planned to teach. It is the same way with the modules. If we can't plan most of the modules in such a way that there will be some things that students don't know, then, we won't have any more need for teachers. If the students know everything, how much do we know? We are supposed to be able to guide them, we have lived longer for one thing. We have had more experiences than they have and we know more about the profession than they know. So, there should be some things that we should see that they would need to know.

Someone asked about schools converting to competency-based teacher education and how widespread the movement is. As a member of the Consortium of Southern Schools for Teacher Education, there are two or three schools that either have been members or who are now members of the consortium and that have four-year programs in teacher education, both elementary and secondary level competency-based teacher education. North Carolina Central University is graduating its first four-year class this year. Dr. James Dyar, director of the consortium, tells us that they have 76 students who are coming out this Spring with a four-year degree which was taken in a competency-based teacher education program.

Livingston University at Livingston, Alabama, which at one time was a member of the Consortium of Southern Colleges for Teacher Education, has a four-year program that has been in operation almost four years. They have already had some graduates. You know that most, if not all, of the teacher core programs are based on competency-based teacher education.

Question: Dr. Mohr, I would like to get some idea about costs. What is the difference in terms of cost of the initial program as compared to this program, when you eliminate the matter of not being able to evaluate the program that well? How much money was spent in terms of start-up time and the development of modules by teachers? What kinds of relief time did you give the teachers?

Dr. Mohr: We have not been able to complete our cost analysis on this particular program, however, I can make some reference to the types of seed money that we have had. This is external funding. I think for this year it has been approximately $40,000 to $50,000. We had a grant through AACTE, from Title Three. Unfortunately, President Nixon has bumped that program. Fortunately, we did not rely on the seed money and were making internal adjustments.

I referred to the library media set-up where we predicted that we would reach a period of austerity in terms of budgetary allocations. So, we decided to shift the library function of the curriculum to the learning resources center to absorb this capital outlay.

I have written a letter to Ohio State, where they are supposed to have a pretty good system of cost analysis. I had an individual to review the literature and he said that he hadn't come out with any models yet to determine an effective cost analysis of this type of program. The traditional constraints of formula funding and the inability to try to transfer faculty time into a discrete variable sort of prohibit us from really doing a good job. I really wanted to include something on cost analysis for this presentation. But, I couldn't come up with anything that was functional or that could even be replicated in our School of Education. We are funded in students hours and FTE's and you have to describe so many students taking so many quarter hours.

Question: Bethune-Cookman is in the process of developing plans to start the program in September. You mentioned the early involvement of freshmen and we need to have some feedback on that. Will you tell us, if you have blocks of time when they go to do this community activity, or how is that done?

Dr. Davis: I have not worked into the schedule a block of time for these students. The departmental faculty registers all freshmen and we generally caution them to leave at least a two-hour block of time in their registration so that they might be able to get out into the city and get back in for a class. Now a lot of students elect to engage in these activities after normal school hours, after 4:00 p.m.

Question: How do you assess credit for this?

Dr. Davis: They get P or F. They have passed when they have satisfied the number of required hours. This is a non-credit course.

Question: Could you explain a bit more by what you mean by 'behavioral skills'?

Dr. Davis: Behavioral skills relate to a teacher's behavior in the classroom and how she teaches and how she handles classroom interaction. The basic premise of the behavioral skills is that much of teaching consists of specific behavioral acts, skills and behaviors which teachers frequently perform in the classroom that are identifiable. Different teaching protocols or established procedures and techniques can be developed in order to produce proficiency. A training technique for developing specific teaching skills is the process known as 'micro-teaching'. And one of the primary components of the FAMU-based program is the micro-training in order to train prospective teachers in behavioral skills.

ACCELERATING CURRICULAR CHANGE ON A BLACK COLLEGE CAMPUS

Alvin I. Thomas

All of the black college campuses have experienced tremendous stresses and pressures during their entire existence; however, these forces have been activated at unprecedented rates during the past fifteen years.

Kenneth Boulding has compared the present period of history to the bridge at San Luis Rey. "We are walking a narrow tightrope," states Boulding, "over a very deep chasm, with some kind of promised land on the other side, and we could easily fall off. That's why this is a most dangerous and a very exciting time."

Charles Dickens once wrote, "It frequently happens that the worst of times are the best of times."

To us at Prairie View A&M College, we feel that the worst of times may be the best of times.

We have taken advantage of the stresses, pressures, frustrations, and confusions to redirect ourselves and our College to new and exciting ends. We are bringing about changes in our College, in ourselves, and, hopefully, in the world in which we live.

In reconsidering what has happened at Prairie View, there are a number of positions which can be seen clearly and a number, I am sure, which are subtle and possibly invisible. In considering changes on your campus, our experiences may be of value to you.

It is our belief that in contemplating educational change on your campus, you must consider (1) the background and setting of the college, (2) the role of a black college in today's society, (3) the present nature of education, (4) the changing nature of students, (5) the changing nature of the curriculum and of teaching and learning, (6) when is your college really ready for change, (7) what can you expect when change starts taking place, and (8) how you can encourage and promote change on your campus.

Start where you are with what you have!

One frequently wishes that he could start his task from some place other than where he finds himself. At Prairie View, we realized early

that we had both assets and limitations. We are a public college, located in a semi-rural area. We are 43 miles Northwest of Houston. Our students live for the most part in residence halls. We have good dedicated teachers. Our students come from all over Texas, 29 other states and 8 international countries. Our students come largely from financially deprived homes and families and they bring with them the cultural distinctions and disadvantages which result from the lack of money. Our students have tremendous potential for education and learning, yet they score low on ACT or SAT. They generally have poor reading skills, communication skills, study skills and lack content depth in most areas of learning. Personally, our students have great hopes and aspirations. Their hopes and aspirations are frequently enjoined by the lack of money, health, family problems and personal problems. Despite the odds they face, the Prairie View students have a history of success upon graduation. The alumni of the College have achieved fine records as members of their communities, their companies, and their peer groups. Wherever we find a Prairie View graduate, we find a person who is "at the top" in business, government, education, the military, medicine, law, entertainment, etc.

Our teachers range from superior to excellent, and from good to poor. They generally are well educated, having graduated from the better universities of the nation or the world. The teachers' attitudes range from perpetual optimism to perpetual pessimism. Fortunately, most of our staff are positive thinkers, hard workers, and are keenly interested in promoting learning in students.

Our facilities range from poor to outstanding. We have a reasonably good library, an excellent learning resources center, and ample media.

The attitudes on our campus range from the most militant to the most conservative. In my judgement, most attitudes are about in the middle. In general, the attitude on campus is that Prairie View wants to represent the best. We want to be at the top. We recognize that our students are not learning as much as they should, and our teaching is not as effective as we want it to be. While we are making progress, we do not believe we are making enough. We feel that there is great potential in the students, faculty and campus that is not being released as purposefully as we wish. While we have a sense of pride and a feeling of accomplishment, we also have a feeling of restlessness and discontent in terms of what we really believe is possible for our institution. This discontent led to a complete restudy of the College in early 1968-69.

During this period, we asked some 79 lay citizens from Texas and throughout the nation to sit with students, faculty and staff to review the history, to study the present and the projected future of the College. This group, named the Centennial Council, reported to our Board of Directors and proposed a developmental plan for the College for the period 1970-1980. This report now gives a sense of direction to our efforts and provides some guidance for systematic changes which are taking place.

It is against this abbreviated background of Prairie View A&M College that we set the stage for change which is now taking place. It is against the background of your institution that you must relate. While principles can be established for change, all changes, we believe, must be a part of you, your nature, and your institution. What works at Prairie View A&M College may or may not work at your college.

What is the Role of the Black College in Today's Society?

In our judgement, any relevant changes in black colleges must take place within the confines of a clear concept developed by that college in terms of its role as a college attended predominately by black students and managed by black professionals.

Whether or not we wish to clarify this role, students, staff and the public will constantly be seeking clarification of this role for a particular college. If it is not clarified, confusion and unnecessary stresses will continually be placed upon the institution.

Let us look at some of the problems with which we are faced as we attempt to define the role of the black college in our society. Some echo on one side that the black college role should be one of black relevance. They say that our colleges should be the citadels of black awareness. Some say that our curricula should be for the transmittal of black culture, and we should teach "black" subjects. As soon as that is said, the echos from the other side will call it hogwash. The function of the black college is academic relevance. Our function is multiracial awareness. Some will even go so far as to say that there are no such things as "black" subjects – there is no such thing as "black" mathematics or "black" statistics, or "black" English. Some go so far as to say there is not even a "black" history. Maybe history of the black people, but not "black" history.

The argument goes on that our black colleges must have a uniqueness. We must, as one institution says, become an urban university. Another institution in the eastern part of the nation states that it is a multi-racial institution. Still another one says that our uniqueness lies in our specialty in teaching the disadvantaged. Others say our specialty is dealing with our cultural uniqueness or distinction.

Immediately from the other side of the house, someone states that black colleges don't need a uniqueness. We need only one thing, and that is academic quality in our education. White colleges are not required to have a uniqueness to exist. Then, why is it that black colleges should take upon themselves some peculiar uniqueness in order to exist in the American System of higher education.

The argument goes on and a philosophy is projected that black colleges should become social advocates. The black colleges' major curriculum role is political advocacy, economic boycott. The argument comes from the other side that the black student and the black college are certainly in a poor position to advocate anything. Their major responsibility ought to be concentrated on helping young people become well educated, become very influential, and from their subsequent position of strength and employment outside of the college, they can later wield more influence than they could as students.

Arguments continue and philosophies continue on the role of black colleges: Our function should be community action and community service. We should leave our campuses and go into the community – social reform, poverty, housing, economic improvement, employment, child-care. This is what the black colleges should define as their role. The position is refuted as someone says, "How foolish!" "When welfare agencies with funds and personnel can't solve the problem, how then can black colleges, short of resources, ever expect to attack the problem of communities and solve these major problems?" "Why take on a job which the social agencies across this nation – white and black – can't seem to cope with, and why should black colleges without enough money to pay its teachers adequate salaries leave the campus and go out and tackle the problem of community restructure?"

The dialogue goes on. The arguments lead to dual positions – one is a black separatist position – a position which holds that we need to train our black people to perpetuate the black culture, to perpetuate a black nation, and, if necessary, move out to Wyoming or Utah and establish a black state – complete black nationalism. The curricula,

then, should reflect this black separatism. You have heard these arguments on your campus, and I am quite sure some of you are advocates of these arguments. As soon as we get the black separatist position rather firmly anchored, however, there come those who would rock the boat and say, "No, we worked all these years for integration and we should move now into an integrated society." As a part of an integrated society, black people can share the fruits of the society into which they pay taxes. Black people will have equal access to opportunity in an integrated society.

The argument against integration begins immediately with the statement that black people can't be integrated because in a racist society racial visibility prevents integration from taking place. The exponents of this position claim that integration has two meanings: one for blacks and one for whites. For blacks, integration means to go forward believing in equality, justice, and fairness. In this way, you can really become a part of the majority culture. The truth, claims the anti-integrationist, is that integration means complete annihilation of black people. Witness, they claim, what has happened to public school teachers; in excess of 31,000 have lost their jobs. Witness the black high school principal exodus or the black coach exodus. The anti-integrationist also holds that integration has a double meaning, one for whites and one for blacks. For whites it means we will integrate you as long as we have you under our control. We will put you in schools, churches, companies, plans, banks, in our homes, but we must never let you get the balance of power, control, money, and influence. Obviously, both the separatist and integrationist positions have strengths and weaknesses. Parts of each position are completely unreasonable and unacceptable. If we don't want separatism, and integration won't work, where do we go from here? This impasse has led to the development of a third position called cultural pluralism.

This position claims that a return to segregation or the development of a separatist position is untenable, undesirable, and possibly illegal. The position also claims that integration is impossible. As long as black people are black, they cannot, should not, and will not become a part of the majority culture. The proponents of the third position start with the thesis that the American way of life and the democracy we cherish are based upon a pluralistic concept and system. Despite the theory that America is said to be a melting pot, it is not. America is a quilted pattern of races, religions, ideologies, politics, institutions, etc.,

which have learned to live in peaceful and harmonious coexistence, each supporting the American dream, but each maintaining its own self-identity and self-esteem. They claim that America is a collage. It is a collage of Italians, Jews, Puerto Ricans, Mexican-Americans, Afro-Americans, Indians, Polish, Irish, Anglos; of Catholics, Baptists, Methodists, Episcopalians, Mormons, Presbyterians; of atheists, agnostics; of liberals, moderates, conservatives; of Republicans, Democrats, Socialists, Communists; of General Motors, Ford, Chrysler, American Motors; of Harvards, Yales, Michigans, Colorados, Berkeleys; Texas Techs, Texas A&M Universities; of Baylors, SMU's, and Rices. They claim that this very diversity is what America is all about. They claim that no effort is made to integrate Italians and Jews into one race; Methodists and Baptists into one religion; liberals and conservatives into one ideology; General Motors and Ford into one company; or Texas A&M and Texas Tech into one college. They claim that America has allowed and encouraged growth in each of these elements of its society. America has protected the uniqueness of a man or institution to be himself or itself with all its uniqueness, as long as it contributed to the development and strengthening of the democracy. The Afro-American individuals, organizations, institutions must then be allowed to become a part of the whole of America and function with the majority. At the same time, they must be allowed to be who they are and retain their heritage, dignity, and pride. They must be allowed to address themselves to their own special needs, problems and interests, and also assume a part and interest in the nation as a whole. This is the pluralistic position. It is the position which truly seems to be reflective of the best ideals of our democracy and the heritage of our nation.

We see the cultural pluralistic position in this room today — public, private, state, land-grant — each separate, each maintaining their own identity and their own uniqueness and yet all working for the common cause of curricular change in, particularly, our schools. This particular position then asks the questions: "Why can't black people enter into a position of cultural pluralism? Why must we be stuck with segregation or integration? Why can't we move into a third position where we can maintain all that is beautiful, all that is dignified, all that is important in our black heritage, and at the same time be a part of the whole — a part of the whole of American culture — a part of the best of whatever we have — not ever giving up our influence, our power, our control, and our share of the money, but yet, at the same time, working

to make the American dream of education for all people a reality?" It is out of this third position, cultural pluralism, that Prairie View has found itself emerging. We have rejected the separatist position, we have rejected integration, and we have moved in the third posture. It is this position of cultural pluralism which we have defined as the basic thrust for our institution and from which emerge some of the ideas which you are going to hear me talk about in terms of curriculum changes.

The Changing Nature of Education

The next important consideration in making changes in black colleges is the changing nature of education. Unfortunately, many of us fail to remember much about the history of education in the world and especially in this country. As recently as 1850, we did not have schools and universities as we have today. Learning and education were achieved mainly by doing. People learned chiefly through apprentice systems or on-the-job training. Schools were established largely to read and cipher. Reading was chiefly directed toward reading the Bible. Children learned by growing up with knowledgeable people.

Around 1850, as the industrial revolution began to sweep across this country, a great concern for education of the "common man" emerged. The public schools developed as a part of neighborhoods and communities. A notable outgrowth of the movement for education of the common people were the land-grant colleges. Established in each state of the union, these colleges particularly related themselves to the people and were commonly called "people colleges."

When schools emerged in a formal, organized sense, they were organized around subjects and teachers. Education shifted from the parent and the child or the master and the apprentice. It shifted to curriculum, subjects and teachers. Curriculum was based upon subjects: English, mathematics, biology, and what have you. The source of all knowledge was the textbook and the teacher. The curriculum shifted from a life experience base to an organized knowledge arrangement during the period 1850 to about 1950. We locked everything together around books or subjects. We simply stacked up so many books and for some reason decided that four years were about all the students and teacher could take of it, and the students should be graduated. We also believed that by sending a teacher off to school he would come back like Houdini, with an air of mystery about himself. He would then be

able to make astute, unchallenged pronouncements, supported by footnotes or authors. The pronouncements automatically became gospel such as quotes from Mark, Luke, John or whatever the teacher's name might be.

The curriculum and the teacher during the past 100 years have become symbolic of education. In some colleges they are used synonymously to mean education.

Today, it is simply a fact that neither the teacher nor the curriculum can be interpreted to mean education. So much has happened in the past 50 years that textbooks, curricula, and teachers have been able neither to keep up, nor catch up. Education can no longer be defined as knowledge or facts in books. Neither can it be limited to experiences gained from teachers. Education, as it was 100 years ago, now becomes the personal growth of the individual. Education changes from the acquisition of facts to the ability to define, integrate data, and arrive at relevant meaning by inductive and deductive processes. The more relevant meanings an individual can achieve from the situation he experiences or lives, the more education he has achieved. An effort to limit the education of today's students to the content between the covers of a textbook or between the ears of a teacher represents an outmoded concept of the nature of education in 1973.

The Changing Nature of Students!

In attempting to make curriculum changes, we should realize that the nature of education has changed but more importantly we should realize that the nature of the student has also changed.

Let's take a look at the students. I am quite sure that you have found that the students on your campus today are different from those of 20 years ago. At one time, the students came to major in an academic field and to study with certain teachers. In the 40's and the late 50's students started looking at something called television. "Howdy Doody," "Captain Kangaroo," "Milton Berle," and all those characters came into their lives. Their little minds started expanding, and by the time they got to nursery school, there were a few things that the kindergarten students knew that the teacher didn't know. In other words, kindergarten and nursery school students started coming to school already educated. Then all of a sudden something called mass

transportation started. Mama and papa got a car. The bus started running up and down the highways. Airplanes began shooting across the sky with economical fares. Television brought Africa, Asia, Indo China, and Europe right into the living room with young men and young women. The positions of Golda Meier, Willie Brandt, Martin Luther King, John Kennedy, and the John Birch Society started raising serious questions in the minds of young people. They were being educated without going to school.

Then came an age of involvement, and some young students started sitting in, and they found out that if they would sit-in they could get people turned on. A few others started throwing rocks through windows, and they found out how to get people's attention. Vitamins and minerals and enriched bread started making 13-year old giants. Your little baby was no longer your baby, she was bigger than you were. Not only was she bigger physiologically, but she was bigger in the expanse of her mind. Students started saying, "I don't want to read what's in those books, it was written by the wrong people." And they started questioning everything. Parents started talking to their offsprings a little more. Parents had no alternative because they either talked to the youngsters or the youngsters would run them out of the house. And offsprings started learning a few things from their parents. All of a sudden, instead of a group of passive, respectful students with a set of static values, we inherited a group of active, dynamic, shall we say, disrespectful students with shifting values or no values at all.

Yes, our students have changed. They are going to question the book and the teacher. They will challenge and even attempt to discard every law, value and precept, whether or not they have merit. Today's students want to be participants and reject a passive effort called education.

Today, students come to us at Prairie View A&M College, and I am sure they come to your campus, in many assorted packages. From the very smartest students with ACT scores of 34 and 35 and with SAT scores up in the 15, 16, and 17 hundreds, highly motivated, from good high schools and good backgrounds, to those who come to the campus with very limited ACT scores of 8, 9, and 10 – very little motivation, very distracted interest, but yet tremendous potential. It is our task to work with them within whatever characteristics they bring to our campus.

Prairie View's position, coming out of our Centennial study, also will be interesting to you. I am sure that there are points that you may agree with and some points that you may not agree with. We have taken the position that every black youngster who has the potential to go to college should be allowed to go to college, should be motivated, should be encouraged, and should be stimulated.

There is currently a movement going on throughout the country to distract young black people and young white people from going to college. The TV ads, at least in our section of the country, say to youths: "You don't need to go to college." High school counselors in our integrated high schools are telling black youngsters to go to junior college, go to trade school, go anywhere but to college because you can't make it in college, you don't have it.

Our position at Prairie View is that the majority race can tell 10% of its people not to go to college and they still have 80% left. If you tell 10% of us, there is nothing left. You tell one percent of us and there is nothing left! I was talking to a group of youngsters on our campus just the other day: I said, "We can't afford to lose any black youngster or any youngster in this college. It is a simple fact that there will not be a place in the society five or ten years from now for a person without the keys to the system."

The Changing Nature of Teaching and the Curricula

We have looked at the role of black colleges in today's society, the changing nature of education, and the changing nature of the students. Let us now look at the changing nature of teaching and the curriculum at Prairie View particularly.

What has happened to the curriculum? The curriculum down through the ages has been basically the same. It has been four years of something – something called subjects. It has been viewed from many perspectives, from the Great Books idea all the way to the static presentation of English, mathematics, science and what have you. The curriculum has been developed chiefly from the standpoint of subject matter and the teacher. The student simply had to fit in where he could. He had to bend to the books, then bend to the teacher. If he didn't like the teacher's stuff, then he'd better find himself another teacher, because the teachers would flunk him. The teacher's attitude was, "I know my stuff is good, because I've been to Columbia or

Michigan and I learned my stuff, and no teacher, even in my department, will tell me my stuff isn't the best stuff." And that's about how the students felt. "That guy is not doing anything, Doc, but putting out a bunch of "stuff" and I do not want any "stuff." In organizing instruction and teaching at Prairie View, we have attempted large classes and found that they do not work. We have attempted small classes—and they do not work. We have attempted lecturing—and the students go to sleep. We have attempted group discussion and instead of talking about your stuff, they talk about their stuff in the groups. We tried committee reports, and instead of making a committee report on what you want them to make the committee report on, they change the committee report and make the committee report on a subject of their own choosing. We have tried media, and we played the wrong program. So media does not work. We have tried non-media, and non-media does not work. We focused on pretty teachers, and before you know it, the guy has married the teacher, and the president had lost a good teacher. So that approach does not work. Consequently, the whole situation on the curriculum has been one of complete frustration for teachers and for students. We knew that effective learning was not taking place. The students knew that effective learning was not taking place. Everyone knew. We knew that motivation was low but we did not know what to do about it. We tried all sorts of things—even taking them to our homes and serving them hamburgers. They ate all of the hamburgers and came back to class the next morning and still were not motivated. So that did not work. As I said, the interest was low and frustration was high. I suppose at Prairie View, all of these things started converging at just about the same time. We had the climate for change. When as many types of approaches as we tried are not working for you, then the president, the dean, the faculty, and the students are all ready for something different. But the question was, "What?" What can we do that is different? There were several things that became obvious to us almost as if, you know, a spirit had descended upon us. One of the ideas that became obvious to us was: We must shift the focus of what we are doing from the teacher to the student. One of the things we found out was that we must shift emphasis from teaching to student learning. The next major point that we basically agreed upon was that teaching really is not that important. As a matter of fact, teaching is almost irrelevant. We agreed that teaching must be subordinated completely to learning. As far as we are concerned,

teachers do not really need to do any teaching at all. The teacher must, however, become a facility for student learning. If a teacher can produce the changes needed in a student to bring about learning, then we have accomplished what we are trying to do. The curriculum, then, should be agents for student learning, and that is a fundamental principle at Prairie View.

As a result of this change in thinking, the curriculum at Prairie View has begun to slowly change to provide wide varieties of learning experiences. Included now are in-class experience, out-of-class experience, field experience, work study experience, independent study, etc. Consideration will be given to any type of experience which produces achievement against established terminal objectives.

About the same time that we recognized the need for changed curricula, a number of things were taking place among individual staff members. A number of faculty members were independently attending workshops on competency-based education, interaction analysis, individualized instruction and other methodologies for activating learning.

We sent some staff members off for a full year to develop expertise as change agents. We had a Teacher Corps Program on our campus and it had developed some degree of expertise in competency-based education. This new method was being integrated into the Department of Education. We found a new excitement, pleasure, satisfaction in the Teacher Corps. We started looking seriously at what the Teacher Corps was doing and we liked what we saw. While some staff members were in school and the Teacher Corps was developing a performance-based education system, a number of other staff members were experimenting with media. The College installed a 100-carrel learning laboratory. It consisted of two sections of forty carrels and one section of twenty carrels. This unit could be arranged in an almost infinite number of learning combinations. Staff began using the laboratory to facilitate everything, learning in areas from auto mechanics to music and mathematics.

Another independent action which took place on the campus was the establishment of the Prairie View Teaching Center. You will later see how all of these independent activities converged to bring about great changes at Prairie View.

The Teacher Center was established largely to assist in-service teachers. We were particularly concerned with how we could use the rich heritage we had in teacher education to help the small white-

controlled school districts in the shadow of the College. We found that small white communities lacked the kind of organized curriculum support and organized back-up system which are available in large school districts. In the large districts they employed reading specialists, curricula specialists, test specialists, and many other specialists. The small school districts around us could neither afford these services nor the specialists needed to provide them. The Prairie View Teacher Center invited twenty-seven school districts to form a consortium which would provide these needed services to their teachers. We are now providing educational services and educational packages to teachers in each of these school districts.

The entire question of more effective learning came to a focal point in 1971 during a faculty workshop. Though we did not have a faculty workshop on competency-based teaching, we had a faculty workshop on the teaching-learning frustrations. We didn't begin with the president passing out a memorandum stating that we now are going to competency-based teaching at Prairie View. This would not work because the faculty feels about the president as the student feels about the teacher. "Here he comes with some more of his stuff." The president, of course, knows that his stuff is right, just as the teacher knows that her stuff is right. We began by asking the faculty, "Are you dissatisfied and are you unhappy and are you frustrated with the extent to which students are learning?" They said, "Yes, we are frustrated. We are disappointed. We are mixed-up. We are disgusted, and we are wondering where this situation is going to end." Then we raised the question, "Then do you want to do something about it?" And it was almost like a rally. Everybody responded affirmatively. As you can see, the faculty did not know where we were headed on this particular problem, but we started with the faculty and their needs.

We had the workshop and involved such people as Cooper and Bob Houston from the University of Houston. We brought James Gantz in as a facilitator from Florida State and we brought Louise White down from the Teacher Corps.

We started talking about teaching and learning. We had the teachers simply get into small groups and write down on brown wrapping paper everything that they were having problems with, what their frustrations were, and what they thought they ought to get done about promoting learning. Immediately and almost unanimously it seems that the teachers got to the position, "Yes let us get this monkey

off our backs and let us put it on the backs of the students." Almost immediately Prairie View started into what we now call "competency-based education." We started describing specifically what we wanted the students to do in terminal objectives. In competency-based education, the entire process ceases to be a guessing game for the student and the teacher. In fact, teachers cease to be teachers. They become learning facilitators. The course is broken down into units and sub-units. The student knows exactly what he is expected to learn, how he will be evaluated, and the rate at which he should progress. The students and teachers now became peers in learning. We entered competency-based education not because we are advocates of this approach to learning, but because it presents for Prairie View the most effective ways to promote learning in students and to use our teachers effectively.

Many colleges are approaching competency-based education in a vareity of manners. At Prairie View, we decided to go college-wide and involve the entire college. At Prairie View, we were ready to make this type of move. Most schools are going into competency-based education using only their teacher education program. We do not hold a brief against this approach, but we feel that these schools are going to run into trouble in the long run. We feel, however, that every college has to make its own decision regarding what is practical and feasible. Personally, we feel that if the program has its merits, it should cover the entire campus. We also feel that the problem of effective learning and meaningful teacher utilization is not limited to teacher education. These were indeed college-wide concerns.

How Did Prairie View Get Started?

With the realization that over a period of about two years, the College had made a great change in its learning/teaching program, and we began to formalize certain structures at the College. You will recall that we discussed the Prairie View Teacher Center earlier in this presentation. The Teacher Center was reorganized and given the major assignment of college-wide in-service education.

A new building was assigned to the Teacher Center with modern equipment, adequate offices and space for seminars and workshops.

The Center made its services available to all staff members at the College. The staff was organized into different sections or segments. One group consisted of individuals who were quite capable and had considerable competence in this field. These staff members were given encouragement, time, and resources to proceed at their own pace. Many have completed rather detailed systems including video packages, audio-graphic packages, extensive graphic packages, etc.

The deans, department heads, and other administrators were also organized into a group and were given formal and informal training.

A group of approximately thirty staff members were selected to participate in a year long in-service training program. These staff members have visited centers throughout the country and they work continuously with on-campus and off-campus consultants.

In developing our program, we have found the following factors to be of major importance:

1. IT IS IMPORTANT THAT THE FACULTY WANT TO ENGAGE IN COMPETENCY-BASED EDUCATION. At Prairie View we tied the idea to the need to produce maximum learning in students and the need for teachers to make more effective use of their talents. For us, this worked!
2. MAKE THE FACULTY FEEL COMFORTABLE. Starting anything new can bring on insecurity and feelings of discomfort. The terminology of competency-based education is frightening. We reassured our faculty that they already were doing what the terminology attempted to describe. We try to translate any terminology peculiar to this method into terms understood by each faculty member. We respect whatever knowledge the faculty member has on the subject and we encourage him to get more. Faculty members seem to support each other which also assists each person in feeling comfortable.
3. GET INDIVIDUAL INTEREST GROUPS DEVELOPED. We have small cells of staff members all through the campus at different stages of development. Staff members feel comfortable working with one another.
4. PROVIDE TRAINING AND SUPPORT. This is essential. The staff cannot learn this system without the best possible training. Use campus workshops, send your people

individually and in groups to off-campus workshops. Provide whatever resource materials that are needed to support the effort.

5. CLARIFY WHAT YOU CAN DO AND WHAT YOU CANNOT DO. Success is the art of the possible. Regardless of how small the success may be, it is essential for the faculty, the students, and the College to succeed. Establish clear objectives. Be sure they are attainable and attain them. Avoid attempting what you know you cannot do.
6. INVOLVE STUDENTS! This is most important. Students have a way of making things easy. Since the total effort is in behalf of student learning, students can make continuous meaningful contributions. They should be permanent members of any developmental team.
7. DON'T PANIC WHEN SOMETHING DOESN'T WORK. When you travel new territory you certainly will get lost sometimes. Much of what you try may not work immediately. What works for others may be impossible on your campus. Keep a clear head and help your colleagues keep a clear head. The system is designed to work and it will.
8. USE CONSULTANTS TO HELP YOU. Make wide-spread use of consultants on and off campus. Visit other campus sites. Get as much help as you can. Time and money are too precious to struggle laboriously over what someone will give you.
9. DEVELOP A GOOD BACK-UP SYSTEM TO PRODUCE LEARNING MATERIALS. This is imperative. Individual learning calls for a wide variety of materials. Much of the materials you can make and other materials you can buy. Much of the material at Prairie View is being made.
10. DEVELOP A GOOD RESOURCE MATERIALS CENTER. This is almost a must. One of the most helpful devices for staff and students is to have examples and samples of materials. A good resource center will have all the pertinent literature in the field, workbooks, individualized learning packages, mini-materials, examples of every possible model which may be relevant to the College's needs.

11. THE COLLEGE MUST BE WILLING TO RELEASE THE TRADITIONAL BUT CANNOT DESTROY OR COMPLETELY REMOVE ALL STRUCTURE. The College must be willing to modify traditional constraints: Changing the length of a course from the traditional 18-week semester to less than or more than 18 weeks; Changing the grading system. Developing contracts and negotiating contracts; Modifying class arrangements, teaching loads, etc. All of these can be done with structures which provide good administrative controls. For the developing college, it seems imperative that accountability accompany a change from traditional structures.
12. THE ADMINISTRATION MUST BE SUPPORTIVE OF THE EFFORT. Without solid administrative support at all levels, the task will be difficult, if not impossible. The president and all key administrators must be entirely conversant with performance-based learning/teaching. The System will entail so many sub-systems which are essential to success. Unless the entire system and its sub-systems are supported, the entire effort will be endangered.
13. RELEASE TIME AND DIFFERENTIATED STAFF UTILIZATION MUST BE ESTABLISHED. When emphasis shifts from teaching in the traditional manner, staff utilization must also shift. Staff will not be used for teaching full time. Much of the staff's time will be used in materials developing, tutoring, and counseling. Release time is entirely possible since students will be working on their own much of the time. A controlled program of staff utilization is essential to the success of the program.
14. REWARDS AND RECOGNITION MUST BE PROVIDED. A faculty quickly discovers where the rewards and recognition are in a college. The rewards and recognition for achievements in performance-based education must be clearly visible and profusely administered. When a faculty clearly sees that ample rewards and recognition are attached to the program, they will respond accordingly.
15. EVALUATION AND RECORDING OF PROGRESS. Continuous evaluation and recording of the progress of your efforts are a must. This progress when recorded can be a

reward in itself. More importantly it will become your road map to achievement and a graphic presentation of your success. Black colleges especially must begin to record their achievement. Regretfully, we have not recorded much of the beautiful contributions we have made in the past. This mistake must not be perpetuated.

We have presented to you some vignettes of how we have accelerated curricular changes on a black college campus. Where do we stand now?

Two of my favorite poems seem to give this answer best. I am sure that you remember them for they both are by Robert Frost.

Frost ends one of his poems:

The woods are lovely, dark and deep
But I have promises to keep
And miles to go before I sleep.

Our experiences at Prairie View are like Frost's forest.

The area of performance-based learning is lovely, dark and deep, and at Prairie View, we have promises to keep and miles to go before we sleep.

The other Frost poem is just as meaningful for us at Prairie View. Frost wrote:

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.

We at Prairie View will look back one day, and we hope that the road that we have chosen to travel will have made all the difference.

Discussion

Question: I would like to ask Dr. Thomas to tell us about the relations between his college and the supervising body. Also, what is the extent of financing the program?

Dr. Thomas: We are having quite a fight in the state of Texas on competency-based education. The State Department of Education has put out an edict that every college in the state will go to competency-based teacher education by 1975. Of course they made a tragic mistake. Immediately opposition mounted from the private colleges in the state. These colleges have gone on record as opposing the State Department of Education's edict of competency-based teacher education. The East Texas Social Science Association just passed a resolution against competency-based teacher education saying that it is an infringement on the academic rights of the teachers. There has also been introduced into the House of Representatives a bill to prevent the State Department of Education from requiring colleges to enforce these education requirements. Competency-based teacher education offers merit in producing learning. Now, with relationship to the money, we get our money on a semester hour credit basis, and we are going to get the same amount of money regardless of how we handle the methodology. So if we teach all lecture courses twenty to a course, we get the same dollars as if we teach no lecture courses, a hundred to a course.

So the amount of money is not affected. It is just a question of how we are going to use our money. We are getting some help from private financial people, however, because we are looking at an innovating way to produce learning in students. But related to the state funding, we are not getting one dime more regardless of how we teach.

Question: What has been the reaction of students to those large classes?

Dr. Thomas: They love them, because they do not meet but probably once a week, and then they have individual appointments with teachers.

Question: Which they keep or do not?

Dr. Thomas: Oh, yes, they keep their appointments because they are under contract and one part of the contract is that they must attend. Another thing that we do with our English class is to have one class period a week, and then a meeting is held with all the students where there are as many as eight teachers meeting about a hundred students in a particular workshop. The rest of the time they meet by individual appointment. As a result, the students are getting, particularly the ones who need it, more class hours per week than they would if it met on Monday, Wednesday, and Friday. In addition, we feel they are getting more learning.

Question: When you decided to effect a change, how did you operate in terms of the students? Did you start with the freshman class and then go on through that class or did you start with everybody?

Dr. Thomas: It was something that converged on us all at once. The students felt the need; the faculty felt the need; the administration felt a need; and we did it all at once, completely through the college at all levels, even at the graduate level. So we did it really at once across the board with all classes.

Question: I was wondering about how grading is going in your school? It would seem that if you do not put a time element into the grading that logically you would be moving to a pass-fail system across the college.

Dr. Thomas: One, we do have a time constraint. No course is set up in excess of nine months. So we do have it. We have strong motivation for every course to be completed within the semester, but its not a requirement. So those are some artificial constraints, if you had a real pure system you would not put them in. But mechanically it gets too complicated for us in the magnitude of accounting if we try to

do it any other way. So we try to hold them to the nine months constraint with some real muscle on the one semester constraint. We headed into the pass-fail, we headed into the no credit system, and now we are getting out of it. We find that the external system imposed on us does not respond favorable to that. When job interviewers come, they want A, B, C, D, E, and F. So we are now backing out of that gracefully and staying with the solid grades because that is an external constraint that we cannot seem to handle at this particular time.

Question: Does an A in a course mean that a student has completed more modules?

Dr. Thomas: No, we have our courses built on a predetermined set of modules and we have what we call vertical and horizontal modules at the end of each module. These are the bonus modules. We are trying to encourage the student to appreciate that he is not working for a grade, that he is really working for maximum learning, and some of them have more power. So some of the students really should get more out of four years of college than others. We have some students who are finishing modules in 12 weeks rather than in 18 weeks. These students are placed on these "power" modules at the end and they still get an A. We are trying to get our students not to relate so much to the A, but relate to the value of what they have learned. Let us get the power stuff, and that seems to be working because of the bonus types of things such as getting involved in experiences off-campus and doing some things of an experimental nature. The students seem to have fun and they do not fuss too much about the grade. The student who simply finishes the modules still gets an A. That may be an inequity, but that is how we do it and everybody seems to be happy.

Question: Do you have B's and C's in the grading system?

Dr. Thomas: Our grading system is A, B, C, D, F, I, W.

Question: This is from the performance on the tests at the end of the module? How do they determine this factor?

Dr. Thomas: The tests are put together basically by the teacher. A teacher may have a numerical grading system on the test. They may have a competency grading system on a test. They have all sorts of evaluations. They may just have an anecdote or narration of improvement on tests. We are not too concerned about that, but they are graded in the A, B, C, fashion as they complete each component in each module to come out with the final grade.

Question: Have there been any administrative problems so far as the registrar is concerned and how were they solved if there were problems?

Dr. Thomas: The biggest problem we have is keeping up with the accounts that are not completed in a semester. This is a management problem of people. Once a teacher turns in the grade at the end of the semester, many of them are not in the habit of keeping up with accounts that are to be carried over. This poses a real problem when a teacher goes on a leave of absence and forgets to turn in his account. But this is a management problem.

Question: If the student got a C at the end of the first module, if he repeats the module could he raise his grade to an A, if he makes an A later?

Dr. Thomas: Yes, and we have a rule at our institution that the last grade prevails. So he can repeat it.

Incidentally, we had so many problems with English; we simply have two English departments on our campus. We spent many years trying to get English accomplished on our campus. It was always frustrating to the people in upper level English not being happy with what was going on at the freshman level, and not doing a good job on either end. So I simply called the people from the English department in one day, and I said, I would like to have some people who really would commit themselves to lower level communication and I am willing to pay a premium price for people who are dedicated to communication improvement. You would be free to join this faculty and become permanent members of this faculty. You will be free to take a leave from this faculty and go back into the upper level and teach for a year and then come back. But I wanted the people committed, and as a result, we formed a lower level English division, and those people are committed to that particular subject. They are happy and successful and they are being paid a premium price for doing it.

The people in the upper level, in literature and speech, are happy. They are satisfied that they do not have to be bothered with this other stuff any more. So everybody is really happy.

Question: What were your bottlenecks, and how did you overcome them?

Dr. Thomas: I suppose the biggest bottleneck is the fear that change brings about. People cannot function when they are insecure, and

teachers do not like to be insecure. But in change – You do not have to give up what you feel safe in to learn something new. So many times we approach people like that, and our faculty seems to respond to that.

I find that if you really want to get things to happen in the system, your deans and department heads must be committed to what is going on and they must encourage their people. They must allow for innovation. They must not be looking over their shoulder worrying about the faculty. A faculty member has to be allowed to make some mistakes. They have got to be allowed to try out some things that are different. I find our deans and department heads sometimes want everything in neat packages.

Now, I can understand that point of view. They are administrators. We have learned educational administration in terms of an industrial system. We administer everything in terms of boxes, barrels, bundles, bushels, bags. In other words, today you are handled in this room as if you were commodities, not people, because we set you up this way. And if you go in a warehouse, that is the way you have boxes stacked. Now, whether you feel like sitting down here this morning – this is the way Dr. Woolfolk put you. I am up here, and you are back there. It is like that. This morning maybe some of you may prefer sitting on the floor; some of you may prefer being in a circle; some of you may prefer just being human beings this morning, but we have got you as a part of the industrial system.

Now, we do that because it is easy to administer. If Dr. Woolfolk wants to see who is absent this morning, he just goes down this way and across this way, and he says, Where is that guy from Stillman College? He is supposed to be back there. If you administer in some other way you are in trouble and you get all confused, you cannot figure out where you are. So he is not going to let that kind of administration get away from him and he is right, because he is accountable to someone.

That is a real roadblock in our system. How do you allow for good administration and not frustrate the human spirit. And at this time I really do not know the answer because I cannot tell our deans and department heads not to have accountabliity. You must have accountability and yet I know some of the accountability theories we have are completely frustrating to the human spirit.

Question: Would you point out to me in terms of a lay person, such as I, what it is you are doing in this program that you were not doing prior to the advent of this program?

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Question: Would you point out to me in terms of a lay person, such as I, what it is you are doing in this program that you were not doing prior to the advent of this program?

Dr. Thomas: I certainly want to commend you for asking that question because I would suspect that the question you just raised might be the most relevant question facing this particular meeting today and in the future years. I raised the same question. You know what we have gone through. We went through a period of what we call sensitivity training and everybody went off to sensitivity meetings. Then we went off to encounter groups and we went through a phase of teacher training. We went through triple T. So the question you asked is extremely a legitimate question.

What about this competency-based teaching? Is it just a 1973 version of something else that we are spending money on or does it really make some sense? I asked the same question as I look at competency-based teaching. I am not an advocate of performance-based teaching.

I don't think that any teacher should become necessarily an advocate of it, because if you do, then you are going to have to defend and protect it at all costs. I am not convinced at this point that competency-based teaching or performance-based teaching is that solid of a theory.

Now, let me illustrate to you what I do think that is good and valid about competency-based teaching and this is why it is good for us: One, the day and age of us teaching young people is gone. The students are not going to sit down in the classroom and listen to you talk to them about learning. So what competency-based teaching does, it allows you to prescribe for the student precisely what the student is supposed to learn in advance. There are no secrets; there are no games. You set out in an agreement with the student precisely what he is supposed to learn in English 113, and the behaviors are described in terminal objectives so that he understands at the beginning what you are teaching. He is not guessing at what the next lecture is.

Point two, you then have the responsibility to set up learning facilities of any kind that will help him achieve those terminal objectives. It does not make any difference how he learns, just so long as he learns it. He may learn it from another student as far as you are concerned that is what you are concerned with. If he learns it by listening to a video tape, okay. If he learns it by reading examples from papers, fine. So you see that the teacher now moves from the role of you must learn it my way in methodology to you must learn it student.

You can go home and let your mother teach it to you, just so when you come back you know it.

This is the value to me. This system becomes extraordinarily sophisticated but to me in simple terms what you have done in competency-based education is you have laid out the ground rules for the students so they know where they are. He knows what you expect. He knows when you are going to test. He can take the test at the time that he is ready for the test, not when you want to give him the test. And you know what we do? We get mad with the class and we say, Okay, you are acting rambunctious today so Wednesday we are going to have a test. Under this system, the teacher cannot pull that trick. The student has the responsibility to say when he wants to take his test and he takes his test when he thinks he is ready to pass that unit and not before.

So to me, it gives you a tremendous impetus in learning and it gives the slow student, the fast student and any other student an opportunity to learn. You can come in with all the jazz you want as far as competency-based lingo is concerned and I am not hung up on that. The thing that I see for it, is it makes the teacher specify the student's contract. Specify the elements of his contract and it allows the students, within some constraints, to be responsible for his own learning.

If later on they want to change the terminology of that to something else, it doesn't make any difference to me. As far as I am concerned, competency-based teaching can go out of style, but what I am talking about is not going to go out of style and this is an individual's responsibility for his own learning.

Question: A question regarding logistics. It is true that you could sell a faculty member on having one class and it is going to be easier for you with 100 students but if you do not have the support staff – and I do mean additional support staff – to implement the program that you are talking about, the sheer logistics would be impractical. The concept of competency-based is sound, but there are a lot of logistical problems that are associated with it. So often presidents say to the deans, You work them out.

Dr. Thomas: My position is, if it were left to me, I would not teach in terms of 100. I would teach in terms of 1,000. I would put my best English teacher on the tube giving the lecture and teach all of the students at once. Then I would pull that video tape and put that video

tape in the library for the students to reinforce one another. Then I would put them with a peer group for further reinforcement. The students are now ready for the teacher, but the chances are they will never get to the teacher because they have already learned the lesson.

The theory of more money for more staff is a good theory. I think it is one that ought to be validated and researched because the research does not support it at this particular point, more money and more staff. So what we have done at Prairie View is this: We have developed what we call a junior fellow system on our college campus and we have backed it up with a senior fellow system. We have every 24 students at Prairie View assigned to an upper classman. Each of our students has a code and there is an advanced student assigned to him. We utilize those students that are already on financial aid. Then we back up those students with a senior fellow. We might have as many as twenty or thirty junior fellows assigned to a senior fellow. The senior fellow is a faculty member. Within dollars, we are reinforcing our staff. Our English Department teaches its classes in waves. The first wave is assigned to a group of advanced students, the second wave is assigned to a group of superior students in the class and the teacher works with the third wave. Members of the class are being used for peer group support. That does not cost us anything and the students seem to relate a lot better to a fellow student in the class because for some reason some of our students feel that the faculty embarrasses them. The faculty asks them questions, Do you know better than that? The student says, If I had known better than that, I would not have done it like that. Or the faculty say: Look, I told you that yesterday. That is the same mistake you made yesterday. Why are you coming back and making it today? This embarrasses the student. So the students respond to the system because it seems that they are involved in the same kind of game of a sort, quote – unquote, that the faculty and the dean are involved in. The dean does not want to be embarrassed by the faculty and the student does not want to be embarrassed by the faculty. So that the peer group reinforcement is what we are talking about. I do think that you ought to look very seriously at this question of additional staff. I do not want to ruin my lecture at this point, Dr. Woolfolk, but I am convinced that honestly we have got too many staff people on our campus. Quantity is not where our problem is. Quality is where our problem is. And I am convinced that we could reduce our staff by

one-third if we got the "Imagineerers", the innovators and the spirited folk involved in this task.

I hope I did not ruin the lecture.

Question: With students who did not do the work or take longer to do it, what are you going to do when parents say, Dean, I expected my son to finish in such-and-such a length of time? Time is a factor with them although we say there is no magic in it; time is a factor with some of these parents. How do you handle that with your personnel people?

Dr. Thomas: We get into problems with our faculties, our administration and our deans because what happens is we start at the points at which we differ and we start amplifying on those points. I am suggesting there are too many points on which you are in agreement, so do not start your developments on the point on which you are going to disagree because you have no alternative except to crystallize those positions, and if you do, you lock yourself into a hopeless situation.

If you remember, I never said that we sent out a memorandum that said we are going to performance-based teaching. We will never do that. I told my faculty again just last Tuesday night: I want you to understand clearly that this institution is not a proponent nor an advocate of compentency-based teaching. I do not ever want to hear a faculty member on my faculty saying that we are disciples of compentency-based teaching, because if we do, we are going to have to belong to the Baptist faith, and we have got to recite, then, the Baptist tenets and if anybody questions us about it, we have got to have fidelity to that, whether it stands up with research or not.

I do not want to get locked into that kind of situation. I do not want my faculty to get locked into that. What we propose is that students must learn and who is going to disagree with that?

We are proponents of the principle that the teacher's job is to help the students learn. Now, who is going to disagree with that. There are so many points with which we can get agreement.

We get down to the mechanics of what the dean is talking about and how do we bring this about? You raised the question about a parent who wants his child to finish in four years. It is completely irrelevant in terms of the way people learn that you can circumscribe a college education in four years. We have got to start convincing students of this and we have got to start convincing parents of this. The important thing, as I tell our young people, is not that you spend four

years or three years or five years in college. The important thing is that you get the competency that you are supposed to have. We are talking about this more and more. Do not worry about how long it takes you to finish college. Some of you are going to take eight years to finish college. I would rather have you in a learning environment for eight years and come out competent than to have you here for four years and you cannot function in the competitive environment in which you are going. So if you are having this problem, you are going to have to involve parents. Bring your parents to the campus to let them see. They will be in the old culture and they will be thinking about college in four years. You will be in the new culture thinking about college as a learning experience and you will run into a conflict with your parents. So, my suggestion is that it might be well to involve the community and the parents in the structure of curricular change.

PART II

SECTION B

POSTULATES AS A BASIS FOR THEORIES OF CURRICULUM DEVELOPMENT IN BLACK COLLEGES

PARTICIPANTS' POSTULATES

This final workshop was concerned partly with reports from each college team on postulates for theories of curriculum development at CAP consortial colleges and at black colleges in general. The CAP office requested each college team, prior to the workshop, to develop a position paper on the direction that black colleges should be taking. Each college team was advised that their postulates about undergraduate education at black colleges be evolved through discussions among the team's members as well as with their faculty, students, administrators and community folk. Part of the small group discussion sessions at this workshop was utilized in discussing each institution's paper. The non-repeating postulates reported out of the small group discussions to the final plenary session are presented for the following reasons:

- To record for the participants and for the broader educational community postulations about curriculum development at black colleges which emerged at the fourth CAP workshop on Curriculum Change in Black Colleges.
- To provide the point of view of the participants of the four CAP workshops who have been considering the viability of black institutions in American higher education for the past two years.
- To provide useful ideas regarding particular programs, problems, studies, people and resources at predominately black colleges and universities.

The postulates listed below do not represent a concensus of the body in the final plenary session. Non-repeating postulates are listed as reported out of the four small group sessions.

1. Black colleges should limit their programs to what their resources will adequately support.
2. Black colleges should show more concern for the needs of the bright and talented students.
3. Black colleges must move in the direction of non-traditional approaches to teaching and learning.
4. Black colleges should work towards placing greater emphasis on destroying the myth that all black institutions are inferior.

5. Curricular change in black colleges should be geared to helping them maintain their identities while at the same time making them attractive to students of all races and creeds.
6. As black colleges pursue curricular change, new avenues of financial support should be sought to undergird these changes.
7. Undergraduate education in black colleges should be career-oriented. Establish a broader base for career preparation for students. Special emphasis should be given to the areas of engineering, business and health services.
8. There should be an increase in options in black colleges.
9. The curriculum in black colleges should become more student-centered.
10. Black colleges should design programs and curricula which will be relevant to the clientele served and will also prepare students, in a reasonable period of time, to compete intelligently with graduates from any institution.
11. Black colleges should give serious consideration to the correction of deficiencies of black students in the areas of reading, English and mathematics.
12. Black colleges must develop viable programs of continuing education that will help adults in solving intellectual, psychological, and economic problems of the poor, the deprived, and the disadvantaged.
13. Black colleges must develop and establish data banks of information that can be shared cooperatively with other colleges that will help in institutional planning.

Furthermore the black colleges must:

14. Develop aggressive policies of innovation in response to identifiable needs.
15. Prepare special programs to serve the needs of minority groups that would otherwise not participate in higher education processes.
16. Provide opportunity for students to develop understanding of and appreciation for other cultures of the world. Students must be able to function in a multi-cultured world and they must have the necessary knowledge and insight to under-

stand, if they do not fully appreciate the values and mores of a different cultural group.

17. Continue to place emphasis on the development of basic learning skills. Predominantly black colleges and universities must provide sound, high-quality basic education programs tailored to the individual needs of all students. Throughout, the emphasis should be on the development of optimum potentials.
18. Become actively involved in seeking out possible cooperative arrangements that will strenghten their programs and achieve their institutional goals. Cooperative involvement with both public and private agencies through internships, apprenticeships, etc., may be the answer to the problem of providing first-hand rather than vicarious experiences for students in business, accounting, government, management, law, and pharmacy. Again, this is an area that has already been explored at various levels by many of the predominantly black colleges; however, it would seem that much more can be done in this direction to meet the needs of black students as they seek to move into the mainstream of American life.
19. Engage in supportive research efforts in order to achieve instructional and other goals of the institution in a more efficient manner. Research should be emphasized to a much greater extent. Students should be involved in as many research activities as possible, and instructors should be encouraged to utilize research more extensively as a teaching tool in their classrooms.
20. Continue to engage in intensive on and off campus faculty development programs. Predominantly black institutions must relate to the larger community as extensively as possible, making their facilities and competencies readily available for community use. This is a feature that should increasingly define the unique role of predominantly black institutions.

In identifying and/or addressing concerns of the historical black college, it is realized that:

21. Recognizing the general inattention paid in high schools to cultures not of European origin, predominatly black

institutions must rectify this imbalance. The student will be encouraged to perceive a mosaic of ethnic, racial, and cultural groups and thereby will be able to place himself more meaningfully in the multi-ethnic world around him.

22. Self-actualization is the highest level of psychological maturity. Although individuals at a given point in time will naturally be at different levels of pscyhological maturity, the environment of the predominatly black institutions should be such that each individual may progress as rapidly as possible to higher stages of psychological maturity.
23. In an age of increasing alienation and erosion of core values, predominantly black colleges and universities must be advocates of humanistic values, they must be centers and exemplars of values which affirm the worth of every individual and prepare studnets to live in a multi-ethnic society.
24. Present and projected societal needs point to various levels of literacy in many areas that the individual must have if he is to experience productive, satisfying living. Following the thesis of one of the panelists at this workshop, if the university accepts as its dual role preservation of knowledge and wisdom of the past and exploration and thrust into the needs of the present and the future, the predominantly black college can follow the route of interdisciplinary studies as a viable means of fulfilling this role. The familiar cry of too few teachers for too many students per class could at least be quieted through interdepartmental and/or inter school/college cooperation in curricular offerings, or even through cooperative and/or exchange programs with other institutions. For example, the present concern with ecological crises could be handled course-wise through the joint efforts of political science, business, economics, history, geography, sociology, biology, agricultures and home economy, technology, engineering, to name some of the departments and/or schools/colleges that would be involved.
25. The need, both present and projected, of the involvement of black people in city planning is clearly apparent. Comments from panelists at this workshop have highlighted this need, with emphasis on physical and technological aspects of

planning. Programs in urban studies are already identifiable and viable in many of our institutions, but perhaps the predominantly black colleges need to take a closer look at these programs in terms of strengthening them and counteracting fragmentation of efforts within a given institutions.

26. One element in all approaches to planned Curriculum Change is the conscious utilization and application of knowledge as an instrument for modifying patterns and institutions of practice. Whereas black colleges emphasized technologies based upon new knowledge of electronics. . . audio visual devices, television, computers and teaching machines, they must now shift to human problems of dealing with resistances, anxieties, threats to morale, conflicts and, disrupted interpersonal communication. The knowledge which suggests improvements in educational practice must be knowledge about participative learning, about attitude change, about family disruption in inner-city coummunities, about the cognitive and skill requirements of new careers and living within a boundless community. The new people technologies must be experienced, understood and accepted by teachers and administrators before they can be used effectively with students.
27. Education in American is "Big Business." Educators are responsible to those from whom support is obtained. Consequently, each dollar must be spent in the best possible manner. Black colleges must become more cost conscious. These institutions will not be able to continue poor business procedures which have been characteristic of many of them in the past. The shop talk in education circles these days is likely to be riddled with such terms as "accountability", "community involvement", "decentralization", and "differentiated staffing". The black college must be in the position to control its resources beyond a shadow of a doubt. Taxpayers are screaming for an account of how their money is being spent and private foundations are taking a second look at schools whom they have supported over the years. Alumni Associations are questioning the manner in which their financial support is being used. It would seem that better and wiser spending is of

utmost importance to the continued financial support of the traditional black college.

28. With the survival of the traditionally black college threatened, there must be planned articulation between all black colleges in the United States. In numbers there is strength. Because there is still the need for the existence of the black college, strengths and/or weaknesses may be ascertained which may ultimately cause a restructuring in some program areas and the transferral of some programs to other colleges. The elimination of duplications within a given geographic location would provide opportunities for developing in-depth expertise in the emerging new fields of study.
29. The survival of the black institution is, to a large degree, dependent upon their political understanding and participation within the power structure at various governmental levels. The members of these college communities must become more astute in the politics of education and enter the arena equipped with information and insight which can influence the decision-making process. Furthermore, there must be concerted organizational efforts to communicate educational needs and priorities, as well as to develop techniques for securing them.